

The Week

HOME 1-5

Geographers fear drop in university places
Scottish principals break ranks on tenure
ICL launches new computer research council
Polytechnic "big spenders" survey

NORTH AMERICA 6

Canadian government battles with provinces for college control
Court setback for women's rights in sport
President reaffirms science boycott of Soviet Union
Academics in politics: Peter David profiles George Shultz

OVERSEAS 7

South Africa fails to attract overseas lecturers
Australians students criticize "unfair" loans plan
West Germany's first private university established in the Ruhr
Unpopular Polish rector forced to resign

ARTICLES 8-11

One year after the UGC letter: a special two-page survey of how universities have responded to the committee's guidance by Ngalo Crequer and Olga Wojtas, 8
Krishnan Kumar argues that outsiders have often been better able than natives to grasp the essential outline of a nation's culture, 10
Bernard Crick reviews the new National Theatre production of *The Beggar's Opera*, 11

BOOKS 12-16

David Martin reviews *The Great Code: the Bible and literature* by Northrup Frye, 12
M. D. Kaplanoff discusses politics and ideology in the American civil war and Roger Morgan reviews a new study of European integration (13)
Stephen Meenell discusses the sociology of cooking and Olivia Harris reviews *In the Active Voice* by Mary Douglas (14)
Tony Tanner reviews a French interpretation of Conrad (15)
Keith Ward discusses cosmology (16)

NOTICEBOARD 17

CLASSIFIED INDEX 18

OPINION 22-24

Patrick Nutgens reflects on the architecture of Sydney; Keith Hampson MP argues that further spending cuts are undesirable and unlikely; and Don's Diary from Mike Salmon of Bristol Polytechnic, 22
Letters on sociology and the Leverhulme seminar on resources; and Roger Jinkinson of Naffie discusses "technoparks" in "Union view", 23

Next Week

Peter Parker on "national" industries
R. I. Moore on Peter Brown Adult education for blacks

Published by Times Newspapers, PO Box 7, 200 Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 1234. Typesetting by ComputerGraphics, 251 Corporation St., London EC1, and printing by Northampton Mercury Co. Ltd., Upper Kingsway, Northampton NN1 3SR. Price July 23, 1982. Registered as a newspaper at the Post Office. ISSN 0269-3292.



HIGHER EDUCATION SUPPLEMENT
200 Gray's Inn Road, London WC1X 8EZ. Telephone 01-837 1234

Guiding the UGC

A few in universities may be alarmed by Sir Keith Joseph's letter to Dr Edward Parkes in which he asserts the right of the Department of Education and Science to give guidance to the University Grants Committee on strategic decisions about the broad character of the allocation of resources to universities. They will see it as the final proof that the UGC has become a service agency of Government rather than a buffer between the universities and the state. Such fears are put-misplaced, perhaps. No Government, not even this Government, is ever likely to interfere in detail with the UGC's advice or allocation to individual universities: yet who can continue to imagine that the conventions that covered the "private" UGC of pre-Robbins days can still be successfully applied to the "public" post-Robbins UGC, let alone a UGC that is being forced against its will to impose senseless cuts.

Most people will welcome Sir Keith's letter as a necessary and overdue adjustment of the traditional regime of university policy and funding. Once the UGC itself had begun in the middle 1960s to give "guidance" to individual universities about the use of their grant it was logical that in time the UGC should be given "guidance" about its use of the total university grant. The cycle of hands-off autonomy had already been broken. While public expenditure on universities was still increasing, or at any rate was not being cut, it may have been expedient to leave strategic decisions about the shape of the university system in the private but sensitive hands of the UGC. Under conditions of severe contraction, however, there is a much stronger case for arguing that the political decisions should be taken by the politicians out in the open where they can be challenged, even if they

are likely to be much cruder decisions than ones taken by the UGC. Although a necessary adjustment of fiction to fact and a fairer sharing of responsibility for unpopular decisions, Sir Keith's proposal hardly provides a stable solution. How is this broad guidance about strategic decisions to be generated within the DES? Is it to be the product of the thoughts of ministers, or of the schemes of civil servants validated by ministers?

If it is the former, the guidance may be too ideological and too vague to be operational. If it is the latter, it may be too much a prisoner of the present pattern of resources and so too administrative. After all, one of the main difficulties facing higher education is that no one, inside or outside the system, has done much detailed and purposeful thinking about the future for a long time. So it may be much more difficult to produce sensible guidance in broad terms than it appears.

This leads to a second difficulty. How can a proper demarcation be established between strategic decisions, which it is legitimate for politicians to want to influence if not to take, and the detailed business of allocation to individual institutions, out of which it is desirable to keep politicians? For, if both ministers and civil servants in the DES fail to produce a policy, or outlook, on higher education that is philosophically coherent and at the right level of generality, they may be tempted to apply their guidance through a disorganized process of succumbing to the demands of successive interest groups whether the elite science universities led by Imperial College, the technological universities, engineering professors, or anyone else. The outcome would be intolerable pressure on the UGC which would never know when its detailed allocation decisions might be second-guessed by the Government at the request of some special interest under the disguise of "broad guidance".

The best solution is to try to discipline the process whereby a Government's general university policy is generated. The best way to do that is to establish a higher education commission which would have the responsibility for informing this process of making strategic decisions. Such a commission would provide the institutional context in which all the important macro-decisions about higher education, the level of overall expenditure, the balance between the sectors, and so on, the decisions which constrain the detailed allocation decisions taken by the UGC or now the National Advisory Body, can be properly and publicly tested out. It would have to be a higher education, rather than simply a university, commission because most of these macro-decisions cover both university and non-university sectors. Indeed there is a strong case for giving it an even wider brief to cover all post-18 education because again many of the strategic decisions that so intimately affect higher education are not confined to it.

Such a commission would also provide a much needed overtly political dimension in the formation of higher education policy. It should be representative and its advice "upwards" to ministers and "downwards" to the UGC or NAB should be open and contestable. Of course, Sir Keith cannot be expected to establish such a body immediately. Quango creation is not approved of and the obvious parallel with the National Economic Development Council is not especially encouraging. Yet he does have an obligation to think through the long-term effects of his letter to Dr Parkes and of the burden which he has imposed on himself and his successors.

A new anomaly?

A new anomaly in university teachers' salaries is on the brink of being created. Negotiations for the increase which was due on April 1 are now at the last gasp stage of committee B. The Universities Authorities Panel and the Association of University Teachers have completed, perhaps exhausted is a better word, the processes of committee A. The most likely outcome is an increase of 5 per cent, significantly below that awarded to school teachers and to lecturers in colleges and polytechnics.

Although the difference in cash will be slight and although university teachers on average will still be better paid than their colleagues on the wrong side of the binary tracks, there is little doubt that this unsatisfactory outcome will breed a strong sense of grievance among university teachers. The consequences for morale at a time when there is a

stream of early retirements in most universities must be serious. Far from winning compensation for the erosion of their salaries university teachers have again been discriminated against and ended up with one of the lowest percentage increases in the public sector.

When this outcome is confirmed the search for scapegoats will begin. The lack of realism and negotiating skill of the AUT will be blamed. The vice chancellors will be accused of not standing by their staff. The University Grants Committee will be criticized for not using its reserves to pay for a larger increase. None of these is to the point. The AUT had almost no room for manoeuvre from the very start. The vice chancellors were locked into a system of fierce cash limits that left them with a single choice - money or jobs. Any attempt by the UGC to use reserves would almost certainly be vetoed in committee B by the Government.

Two conclusions can perhaps be drawn from this demoralizing episode. First, the present system of negotiating university teachers' salaries in an anachronism under the new regime of cash limits. Committee B simply allows the Government to make "political" interventions in the bargaining process or else becomes an ineffective court of wrangling appeal. Secondly, the AUT must seek to increase its strength by the maximum possible unity with other public sector trade unions in the TUC. That may go against the instincts of many AUT members and may even appear to AUT leaders as a sacrifice of the "distinctiveness" of the university teachers' case. Yet the harsh evidence is that university teachers are a special case only in the entirely negative sense that they are vulnerable to discriminatory and anomalous treatment.

Conforming to the system

Our survey of university restructuring shows a remarkable ability and preparedness to conform to the University Grants Committee advice which vice chancellors and unions alike opposed so bitterly this time last year. It will be said that the universities have cried wolf again, as they did over the effects of full-cost fees for overseas students. Ministers may even be tempted to think that because the cuts are being made comparatively smoothly, there must be more fat left in the system.

To draw such conclusions would be to ignore the long-term damage which the cuts are doing to the universities. The richness and diversity which have characterized the university system undoubtedly are threatened even if the cuts have not placed complete institutions in danger. Some minority subjects are disappearing and the loss of 250 university courses already, as reported by the Universities Central Council on Admissions last month, shows the rate at which the cuts take effect.

Nevertheless, the UGC must be well pleased with the response of universities thus far. The threats of non-cooperation which followed the initial advice have come to nothing, with only Salford holding out marginally over student numbers. Fears for their future finances must have

discouraged senators and councils from too independent a line, but it may be the UGC was more in touch with universities' needs than critics were prepared to admit.

What does stand out in the survey, however, is the fear that universities may stagnate if some provision is not made for some recruitment of new staff. Since to take an even tougher line on existing staff to facilitate this would not be politically feasible or sage which must be taken seriously by the UGC and the Government. The universities have kept their unenviable side of the bargain and should be given some leeway now.

Laurie Taylor



Gordon
Dear Head of Department,

I wanted to write as soon as possible to let you know next term's library opening times for your department (Department of Social Linguistics) as agreed at the recent meeting of our Planning Committee. As you all know staffing levels in the library continue to give rise to anxiety and mean that such allocations must remain modest but we are nevertheless delighted to inform you that the extent of operational access (EOOA) for your department has been held at approximately the same point as in the previous academic year. The borrowing and reference times for your staff and students in 1982-3 will therefore be:

From 4.00 p.m. (1600 hrs) to 4.25 p.m. (16.25 hrs)
Every other Thursday

While I am writing may I also draw your attention to the need to make a further reduction in your present periodicals budget. I realize that some cuts have already been effected as a result of earlier compendence, but our records show that we are still purchasing the following journals on your behalf:

- The Journal of Analytical Psychology
- The Journal of Analytical Psychology
- The Journal of Analytical Psychology
- The Journal of Analytical Psychology
- The Journal of Analytical Psychology

After some considerable discussion at our finance meeting last Thursday it was decided that you should be asked to reduce the above list of periodicals purchases by:

3 (Three)

- and I would therefore be pleased to receive a list of your selected titles in the near future.

Thirdly, and on a happier note, may I remind you that it is once again your department's turn to order a new book for the library. Please make certain that this order takes account of our present guidelines; purchases should usually not exceed £10, and you are requested to try as far as possible to ensure that your selection has an interdisciplinary flavour in order that there may be some benefit for students and staff other than your own. It would be particularly useful and in line with current quota allocations as amended in March this year, if your next purchase could take into account the needs of:

Second Year Biochemistry Students

Finally, may I allow myself a slightly more personal note. As you will no doubt know, I have now been asked by the University Restructuring Committee to take over the responsibilities of the Librarian for those of the UGC which were previously the responsibility of the Librarian for whom of course we are very sorry to see you go. It will take me a little time to get to know the ropes but in the very near future I hope to offer you a type of specialized advice which you at present associate with the previous incumbent of this office. All the best,

David Bill
(BILL LOAMWORTHY, Deputy Superintendent Campus Admissions and Chief Librarian)

The Times Higher Education Supplement

July 30, 1982 No 508 Price 45p



Peter Parker on state industry, 10

Roman society and the holy, 12

Adult education for blacks, 7

Polys, colleges angry at teacher training cuts

by Patricia Santinelli
Polytechnics and colleges have reacted with anger and alarm to the Government's decision this week to cut their secondary teacher training places while increasing those in the universities.

Sir Keith Joseph, Secretary of State for Education, decided to cut the number of secondary places well below the total recommended by the Advisory Committee for the Supply and Education of Teachers and to ignore the committee's advice for a more even distribution of places between the two sectors.

Officials at the Department of Education and Science have begun to single out a number of institutions - likely to be between five and ten - which will lose their teacher education places. The majority are likely to be smaller colleges, which would close entirely, although some polytechnics may be obliged to shut education departments.

The search for agreement on a redundancy scheme for public sector teachers is also likely to be stepped up because of the decision. There is no possibility of a scheme as generous as the Crombie arrangements which provided the last round of teacher training cuts, but the local authorities may seek some leeway in departing from present compensation schemes.

Sir Keith's announcement said he had accepted ACSET's recommendations for a primary increase but had decided that their allocation for secondary training places was too generous, particularly in the case of the secondary BEA.

As a result secondary BEA places in the public sector which ACSET had pegged at 2,000 will now be limited to 1,500, whilst the University sector retains its 250 allocation. These places are to be kept to specialist

Inquiry reports on UMIST row

by Ngalo Crequer
The University of Manchester Institute of Science and Technology council meets today to decide whether to seek the immediate resignation of its principal, Professor Robert Haszeldine.

This follows a committee of inquiry report, received by the council on Tuesday, which said he must take responsibility for the furnishing of his official residence, Highbank, and for the departures from normal financial control.

The report accepts the specific criticisms made earlier this year by the Comptroller and Auditor General's department and suggests setting up an audit committee, and reviewing the role of a principal in the administration of furniture funds and of financial regulations.

Professor Haszeldine is on leave of absence until December, after announcing his intention to retire early.

The confidential report reveals that in February, 1981 a memorandum from the bursar's department to the principal advised him that purchases must be defensible in the view of the C&AG, that he should be on his guard against allegations of extravagance, particularly in view of possible redundancies, and that a budget ceiling should be agreed.

In December 1979 council approved renovation of Highbank to the cost of £82,000. Not until January, 1982 were the finance committee told that costs had reached £245,000.

The report also refers to the principal's research and consultancy work, on which the C&AG's department had commented. Eleven full-time research staff, paid from University Grants Committee funds, reported directly to the principal and were not responsible to the professors of chemistry.

In 1981 they cost £100,000 in salaries and £15,000-£20,000 in consumables. The report states, "In our view it is alien to the notion of an academic community that a sizable research group of this kind should be regarded with suspicion by senior colleagues."

Today the council will decide what continued on page 3



Professor John Stegall's picture of himself and a Miss Hill on a tricycle in 1887 is one illustration in Dundee University's pictorial history of its first 100 years, compiled by the deputy librarian Mr Michael Shafe.

Brighter days ahead for SSRC

by Paul Flather

The future of the Social Science Research Council looks brighter this week with signs that the Treasury has softened its attitude to it.

And the Government has asked Mr Michael Posner to stay on as chairman of the SSRC until autumn next year, even though his term of office expires at the end of this year. All four past chairmen have served one straight term.

It is also clear that the Department of Health and Social Security is maintaining its strong support for the SSRC, with the Secretary of State, Mr Norman Fowler, advised to speak up for the council in Cabinet committee.

SSRC were strengthened with the revelation that the council has decided to create a research centre in health economics at York University, adding new "core" funding to the £400,000 invested by the DHSS in recent years.

A decision on the shape of the SSRC - due since the end of the period of public consultation on the Rothchild report - appears imminent, although Sir Keith Joseph, the Secretary of State for Education, has not yet made up his mind.

Mr Posner was summoned to see Mr William Shelton, the under secretary of state responsible for the research councils, and asked to stay in his post probably until September 1983. The Government aims to look for a successor this winter. Both are signs that the SSRC is here to stay - at least in some form.

The DHSS has always worked closely with the SSRC, telling the council to look after the long term research base in health, leaving it free to pay researchers to "solve problems". It gave £750,000 over 10 years for research into transmitted deprivation, and now £180,000 over three years for work on equal opportunities.

Health economics at York will become the SSRC's seventh designated research centre, building on DHSS support of £153,000 for the training of six students each year from 1977-86, £53,000 into various medical "effectiveness" projects, and £185,000 to support a senior lecturer over 10 years.

The SSRC will now guarantee "core" support in the future, with a review after four years.

Science policy 'needs direction'

by Jim Turney
Science Correspondent

Biotechnology still offers Britain a golden opportunity for future wealth creation, but time is running out if this research expertise.

This is the clear message of the White Paper on biotechnology published yesterday by the House of Commons Select Committee on Education, Science and the Arts.

As expected, the report is strongly critical of the lack of central co-ordination in science policy and says that the role of the Prime Minister as head of policy-making is unclear.

The report praises the Science and Engineering Research Council's biotechnology directorate and its teaching company scheme, but says the research councils should earmark more funds for biotechnology in future.

Open Tech task group criticizes self-financing

The Open Tech programme could be off the ground by the end of this year but its future will depend on it becoming self-financing after three years.

This factor thrown into doubt the Government's real intentions in promoting training and retraining for adults as part of the New Training Initiative, as it will now rely on industry's good will.

In a report to be published next week, the Open Tech task group recommends the new venture should start at the end of the year, but expresses concern as to how projects will continue once pump-priming funds come to an end.

The Open Tech programme will receive £1m at the start and up to £10m by 1985 to get projects off the ground. These will aim to increase the number and supply of technicians.

The group, chaired by Dr George Tolley, principal of Sheffield City continued on page 3

News in brief

Private catering plans shelved

Plans to privatize catering, bars and conference business at the Owens Park student village at Manchester university have been shelved following a vigorous campaign by students and staff.

A meeting of the university council has agreed to let proposals from Grand Metropolitan and other catering organizations "lie on the table". When the proposals were put forward considerable controversy surrounded Grand Met which first carried out a study for the Owens Park operations and then appeared as contenders for a contract to run them.

Alternative proposals put forward jointly by staff and student unions have been largely adopted, leaving the entire Owens Park operation in the hands of staff employed by the university. But these arrangements will be reconsidered next year.

ILEA officer

Dr Philip Hunter, principal administrative officer of the Inner London Education Authority, was chosen this week to succeed Mr John Bayan in charge of its further and higher education service. In a rearrangement of top posts at the ILEA which also takes Mr Peter Coleman from the Association of Metropolitan Authorities to take responsibility for schools, Dr Hunter will be one of three deputy education officers.

A graduate of Durham and Newcastle universities, Dr Hunter spent 10 years at the Department of Education and Science before joining the ILEA in 1979. His deputy will be Mr William Newbould, the authority's industrial relations adviser.

Correction

Mr Ray Davis, whose computer programme to teach severely mentally handicapped children to recognize shapes and colours was reported in THE SUNDAY TIMES on July 9, is a student of Bristol Polytechnic and not, as stated, Bristol University.

APT threatens legal action

The long-running wrangle between the college lecturers' union and their non-UGC rival took a new turn this week with a row over the membership of the teachers' panel on the Burnham further education committee.

The National Association of Teachers in Further and Higher Education lodged a formal protest that Dr Tony Poinon, national secretary of the 3,200-strong Association of Polytechnic Teachers, had been listed as a member of the teachers' panel.

NATFHE has excluded the APT from the teachers' panel meetings, while the APT argues that the panel cannot legally meet until it is reconstituted.

At a meeting around the issue were present, with the APT, representatives of the Burnham further education committee. But the APT warned legal action could follow an attempt to rewrite the Remuneration of Teachers Act which sets out the legal framework for negotiations.

The APT's warning followed a

Jobless programme modified

A Government scheme for the long-term unemployed, announced this week, has been modified to exclude education and training at the request of the Association of Metropolitan Authorities.

The Manpower Services Commission originally proposed part-time work and training which would run alongside the Community Enterprise Programme and be funded by an extra allocation of £150m.

But the AMA rejected it saying it was too rigid and would prove a burden on the further education system.

The association also objected to the low level of remuneration - an

Revamped DES would boost technology

by Jon Turney Science Correspondent

A Government reorganization to create a new department of education and training is suggested in a report on technological education published this week by the Royal Society of Arts.

The report, from a study group set up last year under Sir Henry Chilver, vice-chancellor of Cranfield Institute of Technology, says that a more effective system of technological education is essential for national prosperity, and that this could be achieved by amalgamating the Department of Education and Science with parts of the Department of Employment.

This is just one of the measures the report proposes to increase education's contribution to the exploitation of technology for wealth creation.

The study group concluded that the main purpose of technological higher education must be training

people to help improve Britain's international competitiveness and to service the technological sector at home.

Their report suggests that stronger links between education, industry and commerce could also be fostered by new methods of funding and the creation of new institutions.

On funding, the proposals include individual and corporate tax concessions for education and training in industry and for donors to suitable institutions, as well as special priority in central government funding for new styles of technological higher education.

New institutions might include special centres of education in information technology, computer-aided manufacture and biotechnology, the report says, but the level of state support for such centres should depend on outside funding.

All of these proposals are based on the premise that in Britain, in contrast with our competitors, technological education is failing to stress

"the vital importance of exploiting technology through successful manufacture" - which requires large numbers of high-grade technicians as well as qualified engineers.

The group suggests that education needs to impart an appreciation of the role of technology in wealth creation, and to prepare people for changing technology and changing markets "so that they are able to anticipate change and to adapt to it with minimal psychological trauma and social disruption".

And they stress that while a well-balanced education should embrace analysis and the acquisition of knowledge, "it must also include the exercise of creative skills, for there exists in its own right a culture which is concerned with doing, making and organizing".

It is the institutional separation between these facets of education which the proposed new department would be designed to bridge.

The report says the new Department of Education and Training

would embrace the DES's current responsibility for education and training of scientists, engineers and technicians, together with interests of other relevant bodies such as the Manpower Services Commission.

"It could take as its aim, as a matter of national urgency, the development of a coherent and consistent programme of improvement in standards of vocational and technological education and training," the report states.

In the study group's view, however, technological education and training are managed, they should be seen as part of a spectrum which includes the forward economic functions of the Department of Employment, the Department of Industry, the National Economic Development Office and the British Technology Group.

It is up to the Government to weld all these activities together to ensure that education serves the nation's economic development, the report concludes.

Leader, back page

NUU protest over role of 'rival'

by Ngalo Croquer and Paul Flather

Staff at the New University of Ulster are protesting strongly at the appointment of the "rival" vice-chancellor of Queen's University in Belfast to sit on a steering group looking at the proposed merger between the NUU and Ulster Polytechnic.

The joint campus unions at the NUU have written to Dr Peter Froggatt, vice-chancellor of Queen's, whom they see as a potential opponent of NUU interests, urging him not to continue in his post.

The letter confirms the unions' high regard for him as a person of integrity and an academic of distinction. But they say his appointment is not in the best interests of the NUU.

The letter says: "It is clear to us, as it is to our colleagues at Queen's, that there is at present a difference of interest between our universities which could well develop into an outright conflict."

"The ambiguity of your position must inevitably diminish your effective-

ness in the steering group and make its work more difficult. In view of the distress and disquiet felt among the vast majority of staff at all levels we ask you to reconsider your acceptance of this position."

At a heated meeting the Association of University Teachers at the NUU even discussed a motion of no confidence in their own vice-chancellor, Dr William Cockcroft, over the issue. In the end they decided to write to Dr Froggatt and a delegation has been to see Dr Cockcroft expressing the union's strong protest.

Dr Cockcroft this week defended the appointment of Dr Froggatt, made on the advice of the NUU's special policy group set up to deal with all aspects of the merger plan. He said Dr Froggatt was a man of high integrity who would act as one of the NUU's "friends at court".

"As far as I am concerned the difference has gone about its job of finding nominees in a proper way, and the minister has approved the choice," Dr Cockcroft said. "We are concerned about higher education in

the whole province, and who knows more about this than the other vice-chancellor here?"

One view is that Dr Cockcroft, in line with the NUU's general reservations about the merger plan, hopes Dr Froggatt's presence will help to slow down the steering group. But all the signs are that the minister wants to move "full steam ahead", with a new institution opening for business in October 1984.

The steering group, chaired by Sir Peter Swinnerton-Dyer, master of St Catharine's College, Cambridge, met in London this week to discuss the quality and quantity of higher education as a crucial investment in the country's future.

Staff and students in higher education, the paper comments, appreciate the difficulties facing the country since education is not immune from the national economic situation.

But there are signs that the squeeze on education has gone too far and there is a risk that the country will fail to maximize the potential of the young, it added.

C Coventry Polytechnic believes it is dangerously near the limit where it will have to turn able students away or reduce the quality of its educational service.

The paper says the polytechnic has operated efficiently at below average unit cost level and considers that a 2 per cent reduction in its total budget, compared to the national average of 6 1/2 per cent, reflected Department of Education and Science recognition of this.

The polytechnic has been given generous capital resources and last purpose-built accommodation on a new site. But revenue has always been tight and if further spending cuts are made in 1983/4, the paper warns, only two courses of action will be open: to provide less well-educated graduates or reduce student intake.

Mr Geoffrey Holroyde said: "The minus 10 and minus 20 per cent estimates requested by the National Advisory Body assumed that every one will be treated in the same way. But I hope that any cuts will be made on a rational basis bearing in mind those polytechnics whose facilities have already borne their fair share and are particularly vulnerable."

He pointed out that Coventry Polytechnic's staff-student ratio would soon be rising to 102:1 which is high for a programme of advanced work heavily biased towards laboratory and studio courses.

Most local education authorities plan sixth forms on a ratio of 60:1. This comparison is especially pertinent when you consider that school teachers do not do their own research, recruit, design syllabuses or mark exams," he added.

The polytechnic has reduced its cost per student by more than a third in the last six years. It is therefore alarmed that the Government will tend to impose reductions which will fall disproportionately on the polytechnics.

Leader, back page

More cuts 'disastrous' for polys

A further round of heavy financial cuts could be disastrous to the achievements of the polytechnics and to the country's economic recovery.

In a paper on higher education and the nation's future, the director of Coventry (Lanchester) Polytechnic, Mr Geoffrey Holroyde, and the chairman of the board of governors, Mr Alan Berry, have outlined the importance of preserving the quality and quantity of higher education as a crucial investment in the country's future.

Staff and students in higher education, the paper comments, appreciate the difficulties facing the country since education is not immune from the national economic situation.

But there are signs that the squeeze on education has gone too far and there is a risk that the country will fail to maximize the potential of the young, it added.

C Coventry Polytechnic believes it is dangerously near the limit where it will have to turn able students away or reduce the quality of its educational service.

The paper says the polytechnic has operated efficiently at below average unit cost level and considers that a 2 per cent reduction in its total budget, compared to the national average of 6 1/2 per cent, reflected Department of Education and Science recognition of this.

The polytechnic has been given generous capital resources and last purpose-built accommodation on a new site. But revenue has always been tight and if further spending cuts are made in 1983/4, the paper warns, only two courses of action will be open: to provide less well-educated graduates or reduce student intake.

Mr Geoffrey Holroyde said: "The minus 10 and minus 20 per cent estimates requested by the National Advisory Body assumed that every one will be treated in the same way. But I hope that any cuts will be made on a rational basis bearing in mind those polytechnics whose facilities have already borne their fair share and are particularly vulnerable."

He pointed out that Coventry Polytechnic's staff-student ratio would soon be rising to 102:1 which is high for a programme of advanced work heavily biased towards laboratory and studio courses.

Most local education authorities plan sixth forms on a ratio of 60:1. This comparison is especially pertinent when you consider that school teachers do not do their own research, recruit, design syllabuses or mark exams," he added.

The polytechnic has reduced its cost per student by more than a third in the last six years. It is therefore alarmed that the Government will tend to impose reductions which will fall disproportionately on the polytechnics.

Leader, back page

Principal praises Sir Keith

by Olga Wojtas Scottish Correspondent

The principal of Edinburgh University has praised the Secretary of State for Education's recent statement that Government ministers may take more responsibility for determining priorities in university funding.

Dr John Burnett is the first university principal to comment on Sir Keith Joseph's letter to the University Grants Committee which he described to a graduation ceremony as revealing "a fundamental change".

The most disquieting features of the last two years had been the Government's lack of an education policy, and the inadequate support for clinical medicine and research despite Government claims to the contrary, he said.

The present policies could also result in at least a decade "during which university posts for young and able minds would not be available or only for vastly reduced numbers", he added.

Sir Keith's letter at last provided evidence that these matters were being considered, and that the secretary of state saw the importance of an overall view of higher education and the definition of the roles of the universities.

Dr Burnett said he hoped Sir Keith would look for advice from a wider range of people involved with education than the collaboration between ministers, the UGC and the Department of Education and Science which he had mentioned.

"Nevertheless, the fact that what has appeared for some time to be a situation suspiciously like power, without responsibility is now to be one in which responsibility is to be freely accepted cannot but be for the best in the long run."

Dr Burnett added that although Edinburgh had problems with medicine, nursing, dentistry and student training was assessed because the Scottish Home and Health Department had given Lothian Health Board funds to fill seven clinical posts which the university had been forced to leave vacant.

The Scottish university medical faculties play a large part in local health care, and the Scottish Secretary announced last session that funds would be given to fill around 30 posts.

Dr Burnett warned that medical research was endangered since the numbers of academic clinical staff were declining and the burdens on them increasing.

He also warned that universities might have to seek outside funding for the diploma in legal practice introduced last session as a prerequisite for anyone wishing to practice law in Scotland.

"It is a fascinating innovation in vocational training and I am aware that its effectiveness as a training device is to be assessed shortly in 1983/84," he said.

"But it was conceived in financially happier days and it is expensive to the university. If it is to be continued then the universities may well have to look to the profession to meet some part of the costs."

The book was compiled from 1,085 replies to questionnaires circulated mostly in London. Almost a third of those surveyed were students.

While there was little difference between the two groups, whose members had to be between 16 and 25, on many questions, there were some surprising discrepancies. More workers than students read a newspaper every day, for example, and more students (though still only 10 per cent) believe it wrong to live together outside marriage. Religion was more important to the students.

About a quarter of both groups saw little future for Britain and a sizeable proportion of each (22 per cent of students) thought it made no difference which political party was in power.

Rewards for 'excellence'

London University will reward schools for their academic "excellence" and encourage those promoting new developments when they share to allocate the grant.

A report of the study group on grant allocation, which has come from new methods which could be used to share-out London's recurrent grant. It has already been agreed that the allocation will be highly selective, and many of the smaller schools are concerned at the implications for them.

The group proposes that a separate element should be set aside for research when future allocations are made. One vital area said to warrant early consideration is science and

it is suggested there should be a university policy on staff-student ratios and that these should also be incentives to good school management.

London University court has already decided not to discontinue any of its reserves but to keep them back as a source to help merge.

Party warfare ruins student grant hopes

by David Jobbins

Student leaders are furious that guerrilla warfare between the Opposition parties lost a chance for MPs to attack the Government's decision to restrict the grants increase to 4 per cent.

They had hoped for a debate on the grants regulations which put the policy into effect, and Labour MPs had promised to table a motion to ensure it took place.

But the Social Democratic Party, which is taking every opportunity to assert its rights as an opposition party, got in first, and Labour MPs were not prepared to sign the rival motion.

Government business managers are only prepared to make time for the official Opposition and the opportunity was lost. While the chance remains that Labour MPs would succeed in raising the issue either in the marathon all-night sitting on the Consolidated Fund Bill or at the tag end of the session in October, student leaders feel the impact will be lessened.

The disappointment was especially bitter for the new leadership of the National Union of Students, which is united by the Labour students and prides itself on its links with the parent party.

The new president, Mr Neil Stewart, said: "We got caught up in the

SDP's harassment of the Government over allocation of broadcasting time."

The NUS had reached a public agreement with the Labour Opposition on the tabling of a negative prayer against the regulations.

"We were very angry our public arrangement was broken by the SDP, Mr Stewart said.

He predicted a reaction by students who had over the years been encouraged to forsake the streets and turn towards Parliamentary procedures.

"People are saying this is a waste of time. I am not into allocating blame, but everybody knew what the arrangement was. I am unhappy the SDP put down a negative prayer with the effect that the grants regulations have not been debated, but frankly the whole system has been proved to be a piece of nonsense."

"The general feeling among students is 'a plague on all your houses'."

The union executive is to consider the issue at the weekend and is to write to the party education spokesmen establishing that any future similar agreements should be in writing.

A 9,000-name petition protesting at the Government's grants policy was delivered to the Department of Education this week



Neil Stewart and Sarah Veale deliver their petition to the DES.

Students are not revolting

Gone are the days of the student revolutionary and the pool of ready campus support for any and every radical cause, if a new survey of young people's attitudes is to be believed.

Research by Mr Leslie Francis, of the Central London YMCA, contained in his book *Youth in Transition*, suggests that students are now more conservative on many issues than their counterparts in employment.

Some 40 per cent of students believed that "the practice of homosexuality is wrong", for example, compared with only 22 per cent of workers, and 43 per cent believed it was "wrong to become drunk" compared with 29 per cent of workers. Nineteen per cent thought abortion wrong, compared with 11 per cent of workers.

The book was compiled from 1,085 replies to questionnaires circulated mostly in London. Almost a third of those surveyed were students.

While there was little difference between the two groups, whose members had to be between 16 and 25, on many questions, there were some surprising discrepancies. More workers than students read a newspaper every day, for example, and more students (though still only 10 per cent) believe it wrong to live together outside marriage. Religion was more important to the students.

About a quarter of both groups saw little future for Britain and a sizeable proportion of each (22 per cent of students) thought it made no difference which political party was in power.

Two more university pay claims go to arbitration

Two more university pay claims have gone to arbitration.

Both the technicians and white-collar staff sought arbitration when the employers, angered that they are the only part of the public sector rigidly tied to the government-imposed 4 per cent limit, refused to raise more than 4 per cent.

Arbitration will almost certainly award more. Already the universities have to find an extra 25.5m to finance the 5 per cent award to academics and a third of the cost of raising the settlement for clinical staff in line with the National Health Service.

Vice chancellors reacted quickly to the snag decision by Sir Keith Joseph to approve the award. Their chairman, Dr Albert Sloman, renewed the appeal for more government money to cover the extra 1 per cent.

"The salary costs of universities are inescapably rising beyond the figure which was assumed when our grants were fixed, and inevitably imply a rundown of the university system beyond that which was contemplated by the Government when they imposed its cuts last year," he wrote to Sir Keith.

But the appeal was pre-empted by Sir Keith's statement in the Commons this week that the cost of the settlement would be borne by the universities alone.

"There is no question of increasing the grant paid to universities by the Government through the University Grants Committee on account of this settlement," he said.

This settlement narrows further the gap between the two main groups which are normally compared - the college lecturers and the Civil Service. College staff at the top of the senior lecturer scale received a 5.6 per cent increase, bringing their salary to £12,860, compared with the new salary of £13,505 for an equivalent university teacher.

Clerical and secretarial staff had been offered 3.6 per cent and in discussions lasting four hours last week the employers improved it to 4 per cent as their last word.

Indications are that the arbitration procedures may extend into the early autumn.

Pay scales for university lecturers from April 1 1982:

	Old	New
Lecturer	6,070-12,860	6,375-13,505
Senior Lecturer	12,305-15,410	12,920-16,180
Professional average	18,460	19,465

But the appeal was pre-empted by Sir Keith's statement in the Commons this week that the cost of the settlement would be borne by the universities alone.

A task for the councils

Local authorities will be left to the case for additional public money for the polytechnics and colleges.

Despite unanimous agreement in National Advisory Body that unrealistic projections of student numbers likely to precipitate a financial crisis.

The committee of NAB, chaired by Mr William Cockcroft, secretary of Queen's University, merely noted a paper based on the board of the body forecasting a shortfall of millions of pounds in the coming years.

Local authority representatives who comprise the majority of the committee, agreed with Mr Waldgrave that the NAB was not an appropriate organization to negotiate Government policy. That task to be left to the local authority associations in coming talks with the Secretary of State for Education.

The contribution of the NAB will be confined to consultation by ministers with Mr Christopher Ball, chairman of the NAB board, on the implications of different levels of financial support. These talks are likely to take place early in the autumn.

However, the NAB committee accepted that DES projections of student numbers for 1982-3 would fall back to last year's levels were almost certainly incorrect.

Tribunal awards £11,000

An industrial tribunal has ordered Dundee University to pay more than £11,000 compensation to Mrs Elizabeth Dick, one of the first academics to suffer compulsory redundancy.

The tribunal found that Mrs Dick, a part-time scientific officer in Dundee's anatomy department, had been unfairly dismissed and had also suffered indirect sex discrimination since the majority of part-time staff are women.

Dundee was ordered to reinstate her, but the court decided against this before the tribunal's written decision was issued.

A tribunal cannot force reinstatement, but can increase the amount of compensation to be paid. Mrs Dick's award, more than three times her annual salary, is a maximum allowed in her case. It is thought the university Grants Committee will not help Dundee meet the legal costs.

"I'm very happy that the tribunal awarded the maximum, and I hope the case will help other part-timers, but I would much rather have been reinstated," said Mrs Dick.

UMIST inquiry

Continued from front page

action to take on the report. A spokesman for the Association of University Teachers said: "We feel that Professor Hazeldine should take the honourable course and resign immediately, failing that council should ask him to resign."

A UMIST spokesman said it report accepted the specific criticism of the Director of Audit on the financial control over FHB bank was justified. Up to December 1979, 10 honorary officers had made genuine attempts to keep costs to a minimum but from January, 1980 to December 1981 they were not kept informed of escalating costs arising from the requirements of the safety and fire authorities.

"The reports holds the principle primarily responsible for the departure from normal financial control in procedures for delays in reporting the cost over-runs to council."

"The difficulties arose largely as a result of the action of the principal I excluding the bursar's department from the project except for the purpose of paying bills."

Open Tech task group report

The task group envisages students will be supported financially either by employers or other sources.

"Steps need to be taken to ensure that existing sources of finance will provide adequately and equitably for open learning. Learners on Open Tech programmes should be in neither a privileged nor a disadvantaged position compared with those following similar courses by other routes," the group says.

Continued from front page

Politechnic, describes the programme as a major step in extending opportunities for vocational education. It emphasizes three distinctive features: openness, a focus on adult, technician and supervisory levels, and collaboration.

But it is concerned that students may be let off by financial arrangements that do not act as an incentive to those most likely to benefit.

News in brief

Private catering plans shelved

Plans to privatize catering, bars and conference business at the Owens Park student village at Manchester university have been shelved following a vigorous campaign by students and staff.

ILEA officer

Dr Philip Hunter, principal administrative officer of the Inner London Education Authority, was chosen this week to succeed Mr John Evans in the role of further and higher education officer.

Correction

Mr Ray Davis, whose computer programme to teach severely mentally handicapped children to recognize signs and colors was reported in THE TIMES on July 9, is a student of Bristol Polytechnic and not, as stated, Bristol University.

APT threatens legal action

The long-running wrangle between the college lecturers' union and their non-TUC rival took a new turn this week with a row over the membership of the teachers' panel on the Burnham further education committee.

Jobless programme modified

A Government scheme for the long-term unemployed announced this week has been modified to exclude education and training at the request of the Association of Metropolitan Authorities.

Revamped DES would boost technology

by Jon Turney Science Correspondent

A Government reorganization to create a new department of education and training is suggested in a report on technological education published this week by the Royal Society of Arts.

people to help improve Britain's international competitiveness and to service the technological sector at home. Their report suggests that stronger links between education, industry and commerce could also be fostered by new methods of funding and the creation of new institutions.

"The vital importance of exploiting technology through successful manufacturing" - which requires large numbers of high-grade technicians as well as qualified engineers. The group suggests that education needs to impart an appreciation of the role of technology in wealth creation, and to prepare people for changing technology and changing markets "so that they are able to anticipate change and to adapt to it with minimal psychological trauma and social disruption".

would embrace the DES's current responsibility for education and training of scientists, engineers and technicians, together with interests of other relevant bodies such as the Manpower Services Commission. "It could take as its aim, as a matter of national urgency, the development of a coherent and consistent programme of improvement in standards of vocational and technological education and training," the report states.

Leader, back page

NUU protest over role of 'rival'

by Ngaio Crequer and Paul Flather

Staff at the New University of Ulster are protesting strongly at the appointment of the 'rival' vice-chancellor of Queen's University in Belfast to sit on a steering group looking at the proposed merger between the NUU and Ulster Polytechnic.

the whole province, and who knows more about this than the other vice-chancellor here? One view is that Dr Cockcroft, in line with the NUU's general reservations about the merger plan, hopes Dr Froggatt's presence will help to slow down the steering group. But all the signs are that the minister wants to move "full steam ahead", with a new institution opening for business in October 1984.

the steering group, chaired by Sir Peter Swinnerton-Dyer, master of St Catharine's College, Cambridge, met in London this week to discuss the procedure for appointing a vice-chancellor for the new institution, and to take evidence from the Association of Polytechnic Teachers. Sir Peter is asking groups for their views on whether the vice-chancellor should be an internal or external candidate.

More cuts 'disastrous' for polys

A further round of heavy financial cuts could be disastrous to the achievements of the polytechnics and to the country's economic recovery. In a paper on higher education and the nation's future, the director of Coventry (Lanchester) Polytechnic, Mr Geoffrey Holyroyde, and the chairman of the board of governors, Mr Alan Berry, have outlined the importance of preserving the quality and quantity of higher education as a crucial investment in the country's future.

Parkes to be new Leeds vice chancellor

by Ngaio Crequer

Dr Edward Parkes, chairman of the University Grants Committee is to be the new vice-chancellor of Leeds University. Dr Parkes, who was UGC chairman for a second term as UGC chairman, will see out his period of office and not join Leeds until the autumn of 1983. He will take over from Professor William Walsh, who has been acting vice-chancellor since the death of Lord Boyle of Handsworth last September.



Parkes: figure of national importance

He is the only recent UGC chairman to return directly to higher education. For the year before, he takes up his new office he will be responsible for all appointments to his future employer. As for the Committee of Vice-Chancellors and Principals, they will doubt welcome as one of their members the man who decided their grants and judged their pleas for more.

Now speculation begins about the man or woman to succeed Dr Parkes. He succeeded Sir Frederick Dalton (chairman 1973-79), himself a former professor of physical chemistry at Leeds, who came from the vice-chancellorship of Nottingham University (1965-70). Sir Frederick became chairman of the British Library and is also chancellor of Sheffield University. Before him was Sir Kenneth Berkeley (chairman 1969-73) who had a Fellowship and First Bursar of Trinity College Cambridge, and is now chairman of Vickers Dairies Ltd, stockbrokers.

Leader, back page

Principal praises Sir Keith

by Olga Wojtas Scottish Correspondent

The principal of Edinburgh University has praised the Secretary of State for Education's recent statement that Government ministers may take more responsibility for determining priorities in university funding. Dr John Burnett is the first university principal to comment on Sir Keith Joseph's letter to the University Grants Committee, which he described as a graduation ceremony as revealing "a fundamental change".

Dr Burnett said he hoped Sir Keith would look for advice from a wider range of people involved with education than the collaboration between ministers, the UGC and the Department of Education and Science which he had mentioned. "Nevertheless, the fact that what has appeared for some time to be a situation suspiciously like power, without responsibility is now to be one in which responsibility is to be freely accepted cannot but be for the best in the long run."

Dr Burnett added that although Edinburgh had problems with medical cases, patient care and student training, he assured that the Scottish Home and Health Department had given Lothian Health Board funds to fill seven clinical posts which the university had been forced to leave vacant. The Scottish university medical facilities play a large part in local health care, and the Scottish Secretary announced last session that funds would be given to fill around 30 posts.

Dr Burnett warned that medical research was endangered since the numbers of academic clinical staff were declining and the burdens on them increasing. He also warned that the universities might have to seek outside funding for the diploma in legal practice introduced last session as a prerequisite for anyone wishing to practice law in Scotland. "It is a fascinating innovation in vocational training and I am aware that its effectiveness as a training device is to be assessed shortly in 1983/84," he said.

Rewards for 'excellence'

London University will reward schools for their academic 'excellence' and encourage those promoting new developments when they come to allocate the court grant. A report of the study group on grant allocation, which has come from the court to senate, discusses the new methods which could be used to share out London's recurrent grant. It has already been agreed that the allocation will be highly selective, and many of the smaller schools are concerned at the implications for them.

Party warfare ruins student grant hopes

by David Jobbins

Student leaders are furious that guerrilla warfare between the Opposition parties lost a chance for MPs to attack the Government's decision to restrict the grants increase to 4 per cent. They had hoped for a debate on the grants regulations which put the policy into effect, and Labour MPs had promised to table a motion to ensure it took place. But the Social Democratic Party, which is taking every opportunity to assert its rights as an opposition party, got in first, and Labour MPs were not prepared to sign the rival motion.

Government business managers are only prepared to make time for the official Opposition and the opportunity was lost. While the chance remains that Labour MPs would succeed in raising the issue either in the marathon all-night sitting on the Consolidated Fund Bill or at the end of the session in October, student leaders feel the impact will be lessened. The disappointment was especially bitter for the new leadership of the National Union of Students, which is dominated by the Labour students and prides itself on its links with the parent party.

The new president, Mr Neil Stewart, said: "We got caught up in the SDP's harassment of the Government over allocation of broadcasting time. The NUS had reached a public agreement with the Labour Opposition on the tabling of a negative prayer against the regulations. "We were very angry our public arrangement was broken by the SDP, Mr Stewart said. He predicted a reaction by students who had over the years been encouraged to forsake the streets and turn towards Parliamentary procedures.

"People are saying this is a waste of time. I am not into allocating blame, but everybody knew what the arrangement was. I am unhappy the SDP put down a negative prayer with the effect that the grants regulations have not been debated, but frankly the whole system has been proved to be a piece of nonsense. "The general feeling among students is 'a plague on all your houses'." The union executive is to consider the issue at the weekend and is to write to the party education spokesmen establishing that any future similar agreements should be in writing. A 9,000-name petition protesting at the Government's grants policy was delivered to the Department of Education this week.

Research by Mr Leslie Francis, of the Central London YMCA, contained in his book *Youth in Trouble*, suggests that students are now more conservative on many issues than their counterparts in employment. Some 40 per cent of students believed that "the practice of homosexuality is wrong", for example, compared with only 22 per cent of workers, and 43 per cent believed it was "wrong to become drunk" compared with 29 per cent of workers. Nineteen per cent thought abortion wrong, compared with 11 per cent of workers. The book was compiled from 1,085 replies to questionnaires circulated mostly in London. Almost a third of those surveyed were students. While there was little difference between the two groups, whose members had to be between 16 and 25, on many questions, there were some surprising discrepancies. More workers than students need a newspaper every day, for example, and more students (though still only 10 per cent) believe it wrong to live together outside marriage. Religion was more important to the students. About a quarter of both groups saw little future for Britain and a sizeable proportion of each (22 per cent of students) thought it made no difference which political party was in power.

Two more university pay claims go to arbitration

Vice chancellors face added pressure on university pay bills as two more claims were referred to binding arbitration. Both the technicians and white-collar staff sought arbitration when the employers, angered that they are the only part of the public sector rigidly tied to the government-imposed cash limit, refused to raise wages more than 4 per cent. Arbitration will almost certainly award more. Already the universities have to find an extra £5.5m to finance the 5 per cent award to academics and a third of the cost of raising the salary to £12,860, compared with the new salary of £13,505 for an equivalent university teacher. Clerical and secretarial staff had been offered 3.6 per cent and in discussions lasting four hours last week the employers improved it to 4 per cent as their last word. Indications are that the arbitration procedures may extend into the early autumn. Pay scales for university lecturers from April 1 1982:

Table with 3 columns: Category, Old, New. Lecturer: 6,079-12,860 to 6,375-13,505. Senior Lecturer: 12,305-15,410 to 12,920-16,180. Professional average: 18,480 to 19,405.

Tribunal awards £11,000

An industrial tribunal has ordered Dundee University to pay more than £11,000 compensation to Mrs Elizabeth Dick, one of the first academics to suffer compulsory redundancy. The tribunal found that Mrs Dick, a part-time scientific officer in Dundee's anatomy department, had been unfairly dismissed and had also suffered indirect sex discrimination since the majority of part-time staff are women. Dundee was ordered to reinstate her, but the court decided against this before the tribunal's written decision was issued. A tribunal cannot force reinstatement, but can increase the amount of compensation to be paid. Mrs Dick's award, more than three times her annual salary, is a maximum allowed in her case. It is thought the University Grants Committee will not help Dundee meet the legal costs. "I'm very happy that the tribunal awarded the maximum, and I hope the case will help other part-timers, but I would much rather have been reinstated," said Mrs Dick.

Open Tech task group report

The task group envisages students will be supported financially either by employers or other sources. Steps need to be taken to ensure that existing sources of finance will provide adequately and equitably for open learning. Learners on Open Tech programmes should be in neither a privileged nor a disadvantaged position compared with those following similar courses by other routes, the group says. "The reports holds the principle primarily responsible for departure from normal financial control are procedures for delays in reporting the cost over-runs to council. "The difficulties arose largely as a result of the action of the principal, excluding the bursar's department from the project except for the purpose of paying bills."

A task for the councils

Local authorities will be left to the case for additional public money for the polytechnics and colleges split unanimous agreement in National Advisory Body that unless the projections of student numbers likely to precipitate a financial crisis. The committee of NAB, chaired by Mr William Walsh, stressed merely, not a paper, passed on the board of the body forecasting a shortfall of millions of pounds in the sector in coming years. Local authority representatives who comprise the majority of a committee, agreed with Mr Walsh that the NAB was not an appropriate organization to negotiate over Government policy. That task is to be left to the local authority associations in coming talks with the Secretary of State for Education. The contribution of the NAB will be confined to consultation by ministers with Mr Christopher Ball, chairman of the NAB board, on the implications of different levels of financial support. These talks are likely to take place early in the autumn. However, the NAB committee accepted that DES projections of student numbers for 1982-3 won't fall back to last year's levels we almost certainly incorrect.

UMIST inquiry

Continued from front page action to take on the report. A spokesman for the Association of University Teachers said, "We feel that Professor Haszeldine should take the honourable course and resign immediately, failing that council should ask him to resign." A UMIST spokesman said the report accepted the specific criticism of the Director of Audit on the financial control over Highbank was justified. Up to December 1979 the honorary officers had made genuine attempts to keep costs to a minimum but from January, 1980 to December 1981 they were not kept informed of escalating costs arising from the requirements of the safety and fire authorities. "The reports holds the principle primarily responsible for departure from normal financial control are procedures for delays in reporting the cost over-runs to council. "The difficulties arose largely as a result of the action of the principal, excluding the bursar's department from the project except for the purpose of paying bills."



Neil Stewart and Sarah Veale deliver their petition to the DES.

North American news

Directors oppose CNAA model

by Felicity Jones

Polytechnic directors are opposed to the wholesale model for institutional accreditation which has been proposed by a Council for National Academic Awards working party.

The consensus among directors is that the polytechnics should be empowered to award their own degrees. But it is felt these powers should be conferred on the individual courses, subject to periodic re-accreditation by the CNAA, rather than on the polytechnic as a whole.

The CNAA working party on longer term developments, recently presented its first report. It is considering an institution accreditation model as the fifth option in its plans for a radical change in the relationship between the CNAA, as the validating body, and the polytechnics and colleges.

In general terms, this would involve periodic review of the polytechnic as a whole by an external CNAA group. The institution would then have responsibility for approving its own courses, the appointment of external examiners and awarding degrees.

It seems, however, that the polytechnics themselves are not keen on loosening the cord with the CNAA to such a great extent.

Mr David Bethel, Leicester Polytechnic's director said: "I would favour course by course accreditation by the CNAA so that in certain approved courses we will be able to award our own degrees and take the major responsibility for setting standards in that subject area."

"But what we are not talking about is a university-type charter for the polytechnics," he added. Where the directors disagree is over the point at which the CNAA would intervene. One group of directors, including Dr William Birch, chairman of the Committee of Directors of Polytechnics, would prefer accreditation of programmes covering broad interest fields. Others, including Dr Bethel, want to see CNAA accreditation continued at course level.

Apart from status, the power to award degrees would bring practical benefits to the polytechnics. Many polytechnics are larger than universities and resent that as major educational institutions they are still unable to award degrees.

One of the side benefits of the proposed scheme would be the inclusion of polytechnics in the Commonwealth Universities Year book, the definitive source of information on institutions.

Hongkong poly to award degrees

Hongkong Polytechnic has been given the authority to award its own degrees in a development viewed with interest by British polytechnics in the light of current discussions about their future status.

The colony's polytechnic will offer four of its own degrees from September 1983 - in social work, computing studies, applied science and mathematics and electronic engineering. These represent the first instalment, and other courses are in the pipeline at various different stages of development.

In early discussions, the polytechnic wanted to ensure that the standard of the proposed courses would be valid internationally as well as internally.

The University and Polytechnic Grants Committee, the single body responsible for Hongkong's two universities and the polytechnic, did not have the time or capacity to undertake the job.

So it was decided to ask the Council for National Academic Awards to undertake responsibility for ensuring

standards, which it has done in a series of informal and formal visits. In its turn the CNAA has advised the UPGC rather than the polytechnic directly.

Following a formal visit in November last year, a CNAA report was considered by the UPGC in March and April and a recommendation was made to the Governor-in-Council of Hongkong that the polytechnic should be authorized to award its own degrees.

It is planned that the courses and the polytechnic's institutional management will be reviewed every six years to maintain standards.

Although this development is of considerable interest to polytechnics in this country, the CNAA's chief officer Dr Edwin Kerr cautioned against making any direct comparisons.

There are a number of factors which make the situation there different. There is the geographic compactness and the difference in scale, in the fact that you are talking about one polytechnic in Hongkong compared to thirty in Britain," he said.

"You also have to recognize that the polytechnic is not supported by a local authority because it has its own statutory instrument which is the reason why the governor can authorize the awarding of degrees. These factors do not translate easily but nevertheless there are some interesting aspects for British polytechnics," Dr Kerr added.

In another development, the colony's Baptist college, a liberal arts college, is to come under the UPGC umbrella with the eventual prospect that it too will award its own degrees.

The private college is presently partially funded with public money, but in order to raise standards to degree level it is recognized it will need more public funds.

The CNAA has once again been involved to act as an academic adviser on standards to ensure proper use of public money. In this case the college's academic courses will be compared only with similar courses in Hongkong.

Glenn launches maths booster

from Peter David

WASHINGTON A package of laws designed to boost the teaching of maths and science in high schools has been introduced in Congress by Senator John Glenn, the first American in space and a school-boy folk hero.

One of three Bills proposed by the senator would make special low-cost loans available to university students reading maths and science who intend to teach those subjects at pre-college institutions.

The Ohio Democrat, who has made clear his intention to seek the presidential nomination in 1984, said the decline in the quality of school maths and science could have a profound impact on American security and the national economy.

In contrast with Japan and the Soviet Union, the proportion of children taking science courses at high school had declined over the last two decades. A severe shortage of qualified teachers was being exacerbated by the flight of university scientists to jobs in industry, he said.

"Overcrowded classrooms, insufficient funding for laboratories and computer facilities, and relatively low salaries are driving some of our best professors out of the universities with a consequent decrease in the quality of baccalaureate and graduate programmes," the senator said.

Under the Bill, universities would be given federal government money



Folk hero: Senator John Glenn

to provide loans to 7 per cent interest to students majoring in science and mathematics who intend to teach in the schools. In addition, 25 per cent of the loan repayment and interest would be cancelled for each year subsequently spent as a teacher of maths and science in an elementary or secondary school.

Senator Glenn told Congress the scheme would represent only a small burden on the treasury. The Congressional budget office had estimated a maximum of 24,000 students a year would ask for loans under the

Bill. With phasing in, the system would cost \$12m in 1984 and increase to \$37m in 1987, when it would be fully operational.

Companion Bills introduced by Senator Glenn would use the tax system to increase the extracurricular earnings of maths and science teachers and encourage teachers working in industry to teach part-time in the schools.

One Bill would give tax credits to companies which provided summer jobs for maths and science teachers in positions giving them experience in the applied use of high technology. Another would give tax credits to companies which release qualified employees to teach maths and science in school for 10 hours or more a week.

The package of legislation, which is being co-sponsored in the House of Representatives by Congressman David McCurdy, was devised with the cooperation of several educational organizations, including the National Association of Secondary School Principals and the National Council of Teachers of Mathematics.

"This proposal represents a 1980s approach to improving productivity in America's schools," Mr Scott Thomson said, director of NASSP. "Our country will be strong only if schools are graduating people who can contribute productively to our economy, technological growth, and defence."

Engineers get too little cash

by Jon Turney

Engineering research in Britain lags behind other countries because our university system is so poor at funding such work, members of the House of Lords Select Committee on Science and Technology were told last week.

Professor Keith Miller of the department of mechanical engineering at Sheffield University told the subcommittee on engineering research and development that links between universities and industrial innovation were weak because too much was spent on science.

The governing bodies of British universities were incapable of understanding the needs of the engineering dimension," he said. As a result, directors of research spent up to 40 weeks every year arranging finance before any work could begin.

He had been forced to turn to American sources for nuclear research at Sheffield, in spite of good links between the mechanical engineering department and British industry.

Professor Miller said that for an engineering research proposal to succeed, it had to go before all the major industrial concerns, the outline had to be redrafted to suit different funding bodies, and there had to be regular conferences for the department to demonstrate its technical competence to outsiders.

None of these conditions applied in other disciplines, and the result was further problems with supervising research students. An engineering research student should be seen as equivalent to three or four working in other subjects; this meant that staff-student ratios in engineering departments were completely unrealistic.

He was also critical of the Science and Engineering Research Council, where scientists could apply for a portion of the 20 per cent of total funds allocated to the Engineering Board, but engineers could not tap funds from scientific boards.

Professor Miller strongly supported the suggestion of the Engineering Professors' Conference for a separate Engineering Research Council.

Lord Grogan, chairman of the subcommittee, noted that the Royal Society's written submission to the committee had proposed the formation of an Engineering Development Council, under the Department of Industry rather than the Department of Education and Science.

Youth scheme 'could create a profit'

Local authorities could make a profit from running the Youth Training Scheme, a confidential paper by the Manpower Services Commission claims.

The paper, in response to concern among local authorities that they might have to subsidize YTS schemes due to start in September 1983, was being discussed at a summit meeting of the commission this week.

The YTS, which was drawn up by an MSC youth task group was recently approved by the Secretary of State for Employment, Norman Tebbit. It is planned to give all 16-year-olds and some 17-year-olds a one-year period of education, training and work experience.

In the paper, the MSC claims that local authorities acting either as single employer managing agents or in a consortium with other employers could achieve savings of about £30,000 by taking on YTS trainees.

This is based on the method of funding outlined in the task group's report. Under this, grants of £1,850 per trainee per annum are to be made available, with another £100 to managing agents per place per year.

Under one model this grant is not only available for trainees but for young people whom an employer would have normally recruited. As a result if a managing agent took on three additional trainees for every two recruited as part of his normal intake, he could receive around £9,750.

Other calculations, based on a local authority employing 20 school-leavers would face a total bill of £66,000, but that under the scheme it took on 50 trainees, grants would amount to £97,500, thereby putting the local authority £31,500 in credit.

From this the local authority would have to deduct an estimated £72,500 for training allowances and some £47,500 for 13 weeks off the job education and training, will leaving a profit of around £25,000.

Similar savings could also be achieved if the local authority acted as part of a consortium. In this case the estimated total bill would be shared with six other employers.

Neither of the local authority options had been the latest MSC proposals. However, a spokesman for the Association of Metropolitan Authorities said they would be delighted if savings could be achieved but remained to be convinced that a major concern had not been to make a profit but to break even.



The international defence company, British Aerospace Group Bracknell division, is to raise with Bristol Polytechnic its reducing the cost of defence equipment. The three year programme will be funded jointly with a £145,000 grant from the Department of Industry and the Science and Engineering Research Council through the teaching company programme.

The scheme aims to develop an active partnership between polytechnics, universities and manufacturing companies.

Design, production engineering, quality control and management will all be examined in the project and much of the work will be carried out by a team of four graduate associates. Three of them have already been appointed and include (left to right) Ann Irving, who has an MSc in ergonomics and work design, Malcolm Biles, a graduate in industrial technology and management and Andrew Covell, who has an engineering degree, talking to John Bligh, senior technical engineer at the British Aerospace division.

The research areas most likely to make money for academics are information technology, medical instruments and biotechnology, according to the results of a recent competition.

In the British Technology Group's academic enterprise competition, staff and postgraduate students from any British institution of higher education were invited to put forward new business set up to exploit their research.

There were so many entries - more than 120 - that the prizes were increased from five to 12, with a total value of £230,000. The largest category of candidates was described as miscellaneous engineering,

Now Joseph is under fire from the right

Sir Keith Joseph, Secretary of State for Education, and his predecessor, Mr Mark Carisle, have been accused by a rightwing economist of being "hooked" on cutting that they have ignored questions of efficiency and innovation.

Mr Alan Maynard, reader in economics at York University, writing in the latest edition of the right wing Journal of Economic Affairs, also accuses students of being preoccupied with politics and neglecting a more important evaluative role.

"Like all policy-makers before them, the two Secretaries of State have concentrated on macro-economic manipulation of budget totals with too little regard for the micro-economics of the education market," Mr Maynard writes.

"The cutting of education investment by the Thatcher Government is unlikely to generate innovation and the seeking of efficiency cuts lead to competition for resources which are more often won by the fit (and powerful) rather than the fit (who lack political clout)."

Mr Maynard recommends new incentive schemes, such as linking teachers' pay to student attendance, running a free market in tutorials, and allowing students to migrate between institutions, as ways of improving efficiency.

The Government is accused of being "short-sighted" and the two ministers of being so hooked on cutting that they have ignored efficiency. The Government is said also to have left institutions and lecturers unaltered, not least in the universities. "The rewards for good teaching and efficient administration are often all too few."

Mr Maynard urges universities to run four 10-week terms a year with research-oriented academics getting research terms whose productivity is assessed. He quotes approvingly the University College at Buckingham, which used plant and manpower intensively to run two-year degrees.

Fight for members hot up

by David Jobbins

The battle between two teachers' unions for the right to recruit college lecturers opened at the TUC's London headquarters yesterday.

General secretaries of the currently recognised union, the National Association of Teachers in Further and Higher Education, and its challenger, the National Association of Schoolmasters/Union of Women Teachers, met in the first formal talks over a threat to tear up the existing anti-poaching agreement.

Relations between the two unions were already tense because of allegations that the NASUWT was poaching National Teachers members in Northern Ireland, when the school union's annual conference voted to renegotiate the agreement covering England

and Wales. The conference resolution, backed by the NASUWT leadership, set a timetable of a year for the process and instructed its leaders to end the agreement unilaterally if renegotiations failed.

The existing agreement says lecturers should normally join Natfhe unless they express a strong preference for NASUWT and also stipulates that lecturers can only switch unions if their subscriptions are fully paid.

This year's TUC-guided attempt to extend a similar agreement to Northern Ireland, came close to succeeding but was foundering after Natfhe members raised reservations. Natfhe general secretary Mr Peter Dawson and the NASUWT general secretary Mr Terry Casew were the

to discuss these problems when the conference decision intervened, and they decided further discussions on the issue would be fruitless.

Yesterday's talks were held with TUC assistant general secretary Mr Ken Graham in the chair. Senior officials were reluctant to predict the outcome, and said the scope for manoeuvre is very limited.

"I hope that when two unions go to talk in a constructive manner," Mr Dawson said before the meeting. But he added: "I am bound to say that if what the NASUWT is seeking is quite uncontrolled competitive recruitment, it would be a very big step backwards for the organized representation of further education teachers."

Draft register plan 'ignores due process of the law'

University leaders have voiced strong objections to a proposal by Congress to withhold federal financial aid from students who cannot prove they have registered with the military selective service system.

The proposal has already been flagged by the Senate and will become law if it is endorsed by the House of Representatives. But universities have told Congress the measure would violate the principle of judicial due process and is in any event, they say, unjust.

Under the scheme, students applying to the Department of Education for government grants or loans would be required to enter their selective service number on the application form. Financial aid would not be granted in the case of a number which could not be verified.

Selective service registration was introduced by President Carter to substitute the government to reintroduce military conscription at times of crisis. A large number of those legally required to register have refused to do so.

But in a letter to Congress last week, the Association of Catholic Colleges and Universities argues that the measure would enable the government to penalize students for breaking the law without proving in court that they had done so.

"What is most objectionable about this is the notion of denying the benefits of student aid to all those who cannot affirmatively prove their registration," the letter says.

It is our belief that the constitution requires that the burden of proof should be on the federal government instead of the individual student who - in fact as well as in theory - must be presumed innocent of the crime of failing to register until such time as he has been judged guilty of the crime in a court of law," it adds.

The association goes on to say the measure is clearly discriminatory because it would apply only to male college students who need federal grants or loans and not to other young men required to register for the draft.

Other defects pinpointed by the association include the inability of the measure to take account of genuine conscientious objectors, and the difficulty students would have in proving that they had registered, as no cards are issued by the selective service system.

Support for the measure is running high in Congress, however. In an emotional speech, Senator Sam Hayslaw, one of its sponsors, said the selective service system was the key to America's military manpower readiness.

Other defects pinpointed by the association include the inability of the measure to take account of genuine conscientious objectors, and the difficulty students would have in proving that they had registered, as no cards are issued by the selective service system.

Support for the measure is running high in Congress, however. In an emotional speech, Senator Sam Hayslaw, one of its sponsors, said the selective service system was the key to America's military manpower readiness.

He added: "Educational aid is not a right, it is a benefit which comes with living in a free nation. Anyone unwilling to accept the duty of defending this nation has no right to receive federal financial aid to further their education."

He added: "Educational aid is not a right, it is a benefit which comes with living in a free nation. Anyone unwilling to accept the duty of defending this nation has no right to receive federal financial aid to further their education."

He added: "Educational aid is not a right, it is a benefit which comes with living in a free nation. Anyone unwilling to accept the duty of defending this nation has no right to receive federal financial aid to further their education."

He added: "Educational aid is not a right, it is a benefit which comes with living in a free nation. Anyone unwilling to accept the duty of defending this nation has no right to receive federal financial aid to further their education."

He added: "Educational aid is not a right, it is a benefit which comes with living in a free nation. Anyone unwilling to accept the duty of defending this nation has no right to receive federal financial aid to further their education."

He added: "Educational aid is not a right, it is a benefit which comes with living in a free nation. Anyone unwilling to accept the duty of defending this nation has no right to receive federal financial aid to further their education."

He added: "Educational aid is not a right, it is a benefit which comes with living in a free nation. Anyone unwilling to accept the duty of defending this nation has no right to receive federal financial aid to further their education."

He added: "Educational aid is not a right, it is a benefit which comes with living in a free nation. Anyone unwilling to accept the duty of defending this nation has no right to receive federal financial aid to further their education."

California scheming

Five months after voting to determine which of America's rival teaching unions should represent them, 20,000 lecturers at the gigantic California State University are still waiting to hear the outcome of the 19-campus election.

A ballot in February resulted in a stunning victory for the California Teachers Union, which is affiliated to the American Federation of Teachers. But the count has been challenged both by the university administration and the rival Congress of Faculty Associations, a joint affiliate of the National Education Association and the American Association of University Professors.

Challengers have centred on the voting eligibility of department chairmen, part-time lecturers and lecturers who had left the university after receiving their ballot papers.

Negotiations since February, conducted under the auspices of California's public employee relations board, have reduced the UPC lead to 12 votes, but nearly 300 of some 13,400 votes cast are still being disputed. The board is pressing for an early decision to decide who will represent the country's biggest single lecturer bargaining unit.

The listed objectives include ensuring student and teacher mobility across the provincial university system, the equalization of access to higher education, the enhancement of Canadian "cultural identity" and the provision of instruction in Canada's official languages.

Mr Regan told the provincial education ministers that the government was planning early action on one of the objectives - equal opportunity - by introducing a standard national system of grants and loans.

He added: "I find it hard to accept that students coming from different parts of the country are not treated equally. At any large university, students come from many provinces. At present, these students receive aid from their province of residence with the result that students studying at

Canada's universities face troubled year

from our North American editor

Canada's universities are bracing themselves for a year of political turmoil while the 10 provinces and the federal government in Ottawa battle to determine their respective powers over the funding and planning of higher education.

Although both sides described a first round of negotiations this month as constructive, provincial education ministers doubt whether the sensitive political differences which divide Ottawa and the provinces can be settled amicably by early next year - the deadline set by Mr Gerald Regan, Secretary of State responsible for education.

At the meeting Mr Regan made it clear that the federal government was deeply unhappy with the funding system it negotiated with the provinces in 1977 and which expires next year. He said the arrangement had resulted in Ottawa paying the lion's share of university running costs without receiving sufficient recognition in return.

Claiming that the federal government was now paying for more than half the expenditure on universities, Mr Regan said whatever new arrangements were introduced in 1983 should move towards a more equitable balance between the two tiers of government.

But he also made it clear that negotiations with the provinces would not deal only with the intricacies of finance: Ottawa intended to change the balance of power with the provinces so that it could play a bigger part in defining "national objectives" for the university system.

The federal government's philosophical approach to its partnership with the provinces on higher education has been outlined in a list of "national objectives and principles" justifying a role for Ottawa in higher education planning.

The national objectives include the subject of an annual government report reviewing the performance of the universities. This would also be introduced next year setting out a new system of university funding.

The federal government has not challenged the provinces' claim that it is they and not Ottawa which have constitutional responsibility for education. The list of national objectives, however, would give Ottawa grounds for intervening across a wide spectrum of higher education policy decisions.

The listed objectives include ensuring student and teacher mobility across the provincial university system, the equalization of access to higher education, the enhancement of Canadian "cultural identity" and the provision of instruction in Canada's official languages.

These anxieties have been expressed by suggestions from both federal government and a number of university associations that a kind of national forum should be established in which the content issues can be discussed.

For many academics, once about public spending cuts and prospect of falling enrolments higher education, the creator some form of national planning is the least that must be done to protect the quality of univ teaching and research.

'Subversive' may have to go

A Venezuelan academic recently granted tenure at the University of Maryland may be forced to leave the country because he was classified as "subversive" in 1969 following an interview with a United States consular official in Montevideo, Uruguay.

Dr Angel Rama, who was granted tenure last year as a lecturer in Spanish literature, claims he has never belonged to any political party and believed in socialism. "I wrote to the United States ambassador in Venezuela a year ago asking for a review of my status and have yet to receive a reply," he said.

Dr Rama was granted temporary residence in the United States 1969 but a recent request for permanent residency was refused. "An American law anyone who at time was a communist, anarchist member of an affiliated group can be declared ineligible for a visa."

According to Dr Rama he declared a subversive because, in an interview in Montevideo, he admitted having visited China and Cuba in order to write articles about political systems. But in an interview on American television a fortnight ago he said he admired the American way of life. "I love your life," he said. "I am like a mouse cheese factory."

Peter David, North America Editor, The Times Higher Education Supplement, National Press Building, Room 541, Washington DC 20045, Telephone: (202) 638 6765

John W. 116

Polish students wary of new grants proposal

by a Special Correspondent
The Polish government is considering introducing some form of maintenance grant or loan for students. Hitherto it has always been the official view that since university tuition is free, students and their families could manage maintenance costs.

Now, however, a number of possible schemes have been discussed in the erstwhile weekly *Polityka*, edited by Mr Mieczyslaw Rakowski, the deputy Prime Minister. Party activists have been instructed to publicize the move as widely as possible in student circles, as evidence of the concern the country's leaders feel for the student body.

The students, however, are wary of the proposals, which appear to be part of a package of measures, including the promise of better wages and housing for young workers and a greater role for young people in decision-making, drawn up in the hope of ending the alienation of young people.

These measures were recently debated by the Central Committee of the Communist Party in plenary session. The official communiqué from the session was fairly mild in tone, emphasizing the need to "mould correct comprehension of the superior national interests" in young people and to "overthrow the false myths" inculcated in their minds by the "enemies of socialism."

No specific mention was made in the communiqué of how this should be done. A transmission on Warsaw radio's Russian service, which quoted extracts from the speeches, clarified this point.

"A single comprehensive model" of upbringing was urged by several speakers, who noted that the young people had become disillusioned by the differences between socialist theory and the way it is practised in Poland.

"Consumerist attitudes" must be stamped out in young people, party officials should be wary of promising

them too much. One speaker, the headmaster of one of the new rural comprehensive schools, suggested that as far as young people are concerned, the Leninist principle should be paraphrased to read "from each according to his abilities... to each according to the state's capabilities."

There must be "neither justification nor indulgence" for those who "with patriotic phrases on their lips call for a general strike, subversion and sabotage." In particular, there must be constant vigilance in universities and colleges and also in the Academy of Sciences.

One speaker, the master-foreman of a metalworks, called for the "verification" (political screening) of intellectuals to be "consistent", so as to "convey to that part of the Polish intelligentsia which adopts seditionary attitudes that anti-socialist elements cannot disturb the creative work and efforts of our whole nation."

Significantly, the widest media coverage of the debate was not intended for the Polish public at all, but was put out on Warsaw radio's Russian service. This may have been in response to a 10-minute programme put out by Moscow's Polish service in two separate broadcasts just before the plenary session.

This broadcast deplored the continuing "game of conspiracy" indulged in by students and secondary school pupils, in particular street disturbances and the underground press. These activities, and, indeed, the whole activity of the now-banned Independent Students Association (NZS) in Moscow were instituted by "counter-revolutionaries" within the university staff.

Last time Moscow radio launched such an attack the Polish authorities banned the NZS within a few days. As a result, many Polish students feel that if the government does introduce maintenance grants, they will be manipulated as an incentive to students to toe the political line.

Israelis accused of beating British woman

from Benny Morris
JERUSALEM

The two women soldiers alleged to have beaten a British woman attached to the West Bank University of Bir Zeit last week have been arrested by the Israeli military police and will soon be brought to trial on charges of assaulting a prisoner.

Senior officers are reported to be regarding the matter with the utmost gravity.

A complaint of maltreatment was made by Miss Ann Scott, employed as a research assistant at Bir Zeit, to the British Consulate in Jerusalem, which passed it onto the Israeli Foreign Ministry for investigation.

But the ministry, according to a British embassy source, refused "to accept the representations by the consulate" and asked that the complaint be made through the embassy.

The Israel Defence Force's military police investigated Miss Scott's complaint, in which she alleged that Israeli women soldiers beat her with truncheons.

She was arrested, according to Israeli sources, because her visa had expired, making her stay in the West Bank "illegal".

Miss Scott said that after her release she went to a doctor in the Al-Makassid hospital in Arab East Jerusalem. The doctor signed a statement affirming that she had contusions on the legs and arms.

British officials said that she arrived in Bir Zeit six months ago as a research assistant on a grant provided by the United Nations Association in Britain. She is a graduate in Middle East studies of the University of Durham.



Mr Nelson Mandela (above), the imprisoned leader of the African National Congress, took third place in the University of the Witwatersrand's election of its chancellor (Craig Charney writes from Johannesburg).

Mr Mike Rosholt, one of South Africa's leading industrialists, won the ballot of the university's graduates, reportedly narrowly edging out his other rival, Mrs Helen Suzman MP, the anti-apartheid campaigner.

Mr Rosholt is chairman of the Giant Barlow Rand mining industrial conglomerate, as well as a director of South African Breweries and the Standard Bank. In recent months he has maintained a high profile among members of South Africa's generally reticent business community, with notably liberal public statements on business and industrial relations issues.

Professor Karl Tober has been elected Wit's next vice chancellor. He will replace Professor D. J. du Plessis as the university's chief executive officer at the beginning of 1984.

Professor Tober was regarded as the most liberal of the five candidates for the university's top post, and his election by the council came as a surprise to many who expected a more conservative successor to the cautious Professor du Plessis. It was greeted with enthusiasm by many staff and by student leaders, who regard Professor Tober as well-fitted to supervise the difficult transition ahead from the majority-white student body to a majority-black one.

In another development, the recently-imposed bans on two university publications, *Work in Progress* and *SASPU National* were lifted after hearings before the Publications Appeal Board.

The decisions may prove to be important in the struggle to maintain academic freedom despite censorship, as they may widen significantly the bounds of legally permissible dissent. *Work in Progress*, a left-wing academic journal, plans to bring out its next issue in September.

Controversial changes in management education sought

from Geoff Maslen
MELBOURNE

A Commonwealth committee of inquiry into management education in Australia has recommended drastic changes to the present dispersed programmes in tertiary institutions. It has called for the phasing out of Master of Business Administration and MBA-type courses at the University of Sydney, the New South Wales Institute of Technology and six other tertiary institutions.

The only external or off-campus MBA course available in the southern hemisphere, at Deakin University, would also be closed down. The courses would be replaced by a system of national and regional schools of management.

The resources withdrawn from the discontinued programmes would help offset the costs of setting up the national and regional schools, the committee said.

In its report to the Government it proposed that one of two national schools be the Australian Graduate School of Management at the University of New South Wales and the other be set up at the University of Melbourne, subject to certain conditions. Regional management schools, which would concentrate on MBA programmes by part-time study, would be set up at Macquarie and Monash universities and the Universities of Queensland, Western Australia and Adelaide.

The report has met with considerable controversy and the Federation of University Staff Associations has condemned the recommendations as "a blatant attempt by the captains of industry to seize control of advanced management courses offered in universities."

Dr Adrian Ryan, president of the federation, said that if the committee's recommendations were implemented advanced business education would be run according to the specifications and interests of free enterprise, while receiving the bulk of its funding from the public purse. "Public accountability and academic standards would cease to be the essential controls of MBA courses and their curriculum," Dr Ryan said. He described the course at Deakin University in Victoria as "a world

leader in its field, currently being copied in several countries overseas. The recommendation to close the course would seriously reduce access to management education throughout Australia."

Dr Ryan said the recommendations to shut down all MBA courses in colleges of advanced education would threaten the job security of academics teaching in that area.

The inquiry was set up under the chairmanship of Mr J. T. Ralph, deputy managing director of CRA limited, to examine the availability, effectiveness and financing of courses in management education for middle and top management.

In discussing the roles of the two national schools, the committee said they would need to commit themselves to substantial mandatory full time study and to the provision of leadership for the regional management schools. They would also be the national centres of management research.

It set conditions which the University of Melbourne should meet before its school was established. These referred to the university's acceptance of the committee's definition of the mission of a national school, cross-crediting, the school's autonomy, and its establishment as a new entity with no commitment to existing university staff. If these conditions were not met, the committee recommended that negotiations take place with another institution in Melbourne.

It believed that regional schools should be widely accessible and should provide part-time courses in Sydney, Melbourne, Brisbane, Adelaide and Perth.

Dr Ryan said his federation did not agree with proposals to educate one privileged group - managers - at the expense of other students in universities. He said the FAUSA applauded the emphasis in the Ralph report on the need for academic rigour in advanced management education. "But academic standards of management courses should remain firmly under the control of universities, and the courses should be accountable to the public at large as well as to the interests of big business."

Women's university project fails to get off the ground

from Hasan Akhtar

Pakistan's Education Ministry is apparently having second thoughts on the proposed women's university. The Government initially allocated in last year's budget five million rupees for the university, but no provision is shown in the budget for 1982-83.

It is not clear what is holding up the establishment of the women's university, which is considered to be yet another step by General Zia ul Haq's military Government to introduce the Islamic system in different spheres of public life. Orthodox Muslims are opposed to so-called Western education for girls and women, and are particularly averse

to coeducation at any level. But opposed to this orthodox section, many women are strongly against segregation by sex at higher levels of education. In fact, an officialy-sponsored women's conference last year, which deliberated on this particular problem, expressed the view that a separate university for women would adversely affect the efforts to raise the participation of women in national life.

The chairman of the University Grants Commission maintains that the project has not been scrapped, although he admitted that there was no financial provision for it in the current budget.

Few attempts are made to meet the specific needs of ethnic groups. Karen Gold discusses a new report on adult education and the black communities

Catering for minorities

Spare a sympathetic thought for your local adult education officers. Just as the holiday season is almost within their grasp, a fetching brown-and-yellow-striped booklet is about to land on their desks and provoke a whole series of headaches.

The booklet is a report published by the Advisory Council for Adult and Continuing Education, called *Adult Education and the Black Communities*. Its history has been long and chequered, starting with the rejection by the advisory council several years ago of proposals for a study of provision for West Indians.

The work for the final report, which comes out this week, was commissioned and carried out in early 1980. A series of disagreements over its content and presentation followed, and it now includes a disclaimer by the council attributing all conclusions to the authors.

In case that creates the wrong impression, the authors are a highly respected and respectable trio: Professor Alan Little and Dr Richard Willey of Goldsmiths' College, London, and Dr Jagdish Gundara of London University's Institute of Education.

At the outset they commissioned a series of studies - all undertaken by black people - of provision in five areas (Birmingham, Bradford, Haringey, Leicester and Lewisham) plus two overviews, of English language teaching for Asians and adult literacy programmes for West Indians.

The main conclusion they draw from those studies is that consultation with the black communities is essential. If you don't ask black people what kind of adult education they want, you are unlikely to see them at classes.

The researchers found that where authorities did make specific provision for blacks, it was almost exclusively in English as a second language classes and home tuition. They commented: "Minority ethnic groups have a wide range of particular adult education needs, most of which they feel providers are often at present either failing to meet or are meeting on an inadequate scale."

Individual black people do participate in general adult education, though no one knows to what extent, but there are few attempts to meet their specific needs.

This is where things start hotting up. Even before you reach the report's conclusions that consultation is necessary before provision, you have to accept that specific provision for blacks is desirable.

Local authorities with few ethnic minorities within their boundaries apparently think not. Answering a Schools Council survey they said immigrants could attend English as a foreign language classes at college like any other foreigner.

The Department of Education and Science has been asked twice - in 1974 and 1977 - to set up a special fund for the education needs of ethnic minorities. Both times it refused.

The alternative view, held by the report's authors and by the Government as voiced by former Education Minister Baroness Young in a speech to the Commission for Racial Equality in 1980, is that the involvement of ethnic minorities in adult education is a cultural question involving everyone. "It is just as important... where there are no ethnic minority pupils, for the teaching there to relate to the different cultures now present in Britain."

The multi-racial areas take up most of the report's attention. It recommends an increase in the amount of language teaching, not only at elementary level but also at more advanced levels, where there are currently few classes but considerable need, particularly for job-seeking.

Job-related provision is another area of controversy: skills courses and pre-O level courses are highly oversubscribed among ethnic minority groups, suggesting that here at least adult education is in touch with the black communities. But adult educators themselves are hesitant to emphasize the "training" side of the work at the expense of the "educational".

One of the researchers, Mr M. Parushothaman, comments that the failure in a Leicester community college of a course in Islamic studies was due to "the attitude and understanding of the management committee which is composed wholly of middle class white people... Perhaps the bitterest complaint among South Asians is that someone else decided what is good for them."

Of initiatives in Bradford, he says: "The South Asian workers who know the community really well advise on increasing 'outreach workers'... who will have the patience and tact to talk to members of the family at times and places most convenient to the family itself. Attempts to bring them to 'centres' at times of providers' choice have failed in the past and are likely to be no more successful in the future."

Efforts in each of the studied areas make dismal reading. Haringey and Lewisham both have consultation structures, neither of which, according to the report, work effectively. It implies Birmingham - Bradford and Leicester have almost no formal policy for consultation at all.

Even areas which do have wider cultural provision such as Asian and West Indian music, dance, literature and history - though some projects are praised - are criticized for not serving black needs.

A series of recommendations to Government, local education authorities and institutions, voluntary bodies and the communities end the report. They emphasize consultation, encouragement of new schemes, and development of the materials, teachers and courses which will provide a fuller service for black people.

They do not - and indeed the authors have said they would consider it presumptuous - make specific recommendations as to who should be consulted, how to find the representative voices for diverse black communities, or how consultation should take place given that current attempts are failing.

"A framework needs to be developed to encourage the greater involvement of minority ethnic groups at all stages of the adult education service - at national and local authority level as well as by individual institutions and members of staff," they say.

For laggard authorities, such advice will undoubtedly stimulate discussion. Officers already committed to a service for black people might just lean back in their chairs, contemplate August on the calendar, and ask the world in general: "How?" * *Adult Education and the Black Communities*, price £2, is available from ACACE, 19b De Montfort Street, Leicester LE1 7GE.

Teachers face jail if they refuse to do exam work

from A. S. Abraham
BOMBAY

In what is considered by college and university teachers in Maharashtra state to be a draconian measure, the provincial government has issued an ordinance requiring them by law to do examination work.

Traditionally, such work is voluntary and means extra money for teachers. Having granted some of their demands after a recent examination boycott, the government is now arguing that since teachers' pay has gone up, examination work must be part of their regular duties.

The Maharashtra Federation of University and College Teachers' Organizations (MFUCTO) is mobilizing its members to fight the new regulations. As the federation sees it, whatever financial gains the boycott brought teachers have only given them some protection against inflation, which has rapidly reduced their real wages. These gains, it says, can hardly be said to have brought teachers more money for the same amount of work.

The federation is furious that the government chose to do what it did through an ordinance, issued when the provincial legislature was in recess, instead of waiting to introduce an appropriate Bill where the ruling Congress (I) has a safe majority. The federation believes that the government wanted to avoid the embarrassment of any kind of debate on the measure for fear that teachers would mobilize opinion against it.

The ordinance lays down that should a teacher refuse to do examination work or "instigate" someone to refuse to do it, the offender can be jailed for up to a year or fined 1,000 rupees (£55) or both. Offenders will not be allowed bail and will be tried summarily.

Under the Indian constitution, an ordinance promulgated by the government of a state must be put before the local legislature when it reconvenes and will expire six weeks after the legislature has reconvened unless the ordinance is re-enacted within the period. There is no doubt that the ordinance will be passed.

Rumpus at drop in science pass mark

A controversial decision to lower the pass mark for the first science examination in University College, Cork (UCC) has caused a rumpus among Irish academics.

On the basis of the original marks required for physics more than half the applicants would have failed. This led to the Board of Examiners deciding by the majority vote to reduce the pass and compensation marks needed; some examiners, including the external examiner and all

the internal examiners registered dissent.

The lowering of the pass mark from 35 per cent to 25 per cent has been approved by the senate of the National University of Ireland, of which UCC is a constituent college. The senate has also decided to appoint a committee to investigate the relevant circumstances and report back as soon as possible.

However, the decision has angered the man at the centre of the dispute,

Professor Frank Falty, who says the standards originally sought were comparable with university institutions abroad. He fears the decision could lead to a fall in standards.

But it has been welcomed by the union of students in Ireland which claims that failure rates generally are too high anyway. It points, as an example, to the one-third failure rates in first parts at the country's biggest educational institution - University College, Dublin, this summer.

Seeing things in black and white

The BBC's blob-and-lines adult literacy symbol might seem universal. But according to researcher Yvonne Colleymore who studied literacy provision for West Indians for the ACACE report, it means nothing at all to blacks.

"When the BBC's *On the Move* programmes started, using this symbol, although there were West Indians going into adult education institutes for classes, they weren't volunteering to be tutors," she explains. "We wanted to know why, so we tried showing the symbol to West Indians and asking them 'What does that mean to you?' It didn't mean anything very much. We showed it to people at all levels of education and it didn't make any difference."

The effect was to exclude black people simply because the publicity for adult education did not make clear that it was provided for them. Drawing on that, the Caribbean Communities Project in London, of which she is secretary, used a far more explicit - and explicitly black - logo with great success.

Ms Colleymore used that project, plus almost a dozen others around the country, to write a report on literacy teaching for West Indians and Creole speakers in particular.

She identifies three main groups: West Indians who came to Britain as adults, possibly with little or no schooling in their own country and unable to read their own language; those who arrived as children and



had their education disrupted by the move; and those who were born here.

"The student has to be taught: 'Your language system and ours are different', she says. That necessitates a different emphasis between writing and speech, as well as convincing the student. 'One of the ways of getting the students to recognize the two language systems is to show them Creole written down, which many of them have never seen before.' Since few Creole writings are

available in Britain, some projects use students' own memories of their past life and accounts of the present. Tutors who are aware of the linguistic and psychological barriers for Creole speakers - and there should be a training system to make them aware, according to Ms Colleymore - are creating their own materials.

But officialdom still needs convincing about special black provision she says. "People ask: 'Why do they need to see black people in books? Why can't they just use our books like everyone else?'"

times, the
circumstance 8 n.
present time 121 n.
time-saving
theology 973 n.
higher education
education 534 n.
supplement
increment 36 n.
augment 36 vb.
adjunct 40 n.
make complete
54 vb.

Do words fail you when the common room copy goes missing?

It need never happen again. Just fill in the coupon below applying for a year's subscription to The Times Higher Education Supplement and you will receive a copy of the very latest Roget's Thesaurus absolutely free of charge. This handsome hardback volume specially bound for the Times Higher Education Supplement contains 1300 pages with thousands of clear and concise definitions of words and phrases in current usage. The recommended retail price is £7.95.

Please send the coupon together with your cheque for £22.50 to the address below.

This offer applies to new subscribers in the U.K. only.

Please send me my free THE Roget's Thesaurus and a year's subscription to the Times Higher Education Supplement. I enclose my cheque for £22.50. (Cheques made payable to Times Newspapers Limited)

NAME _____

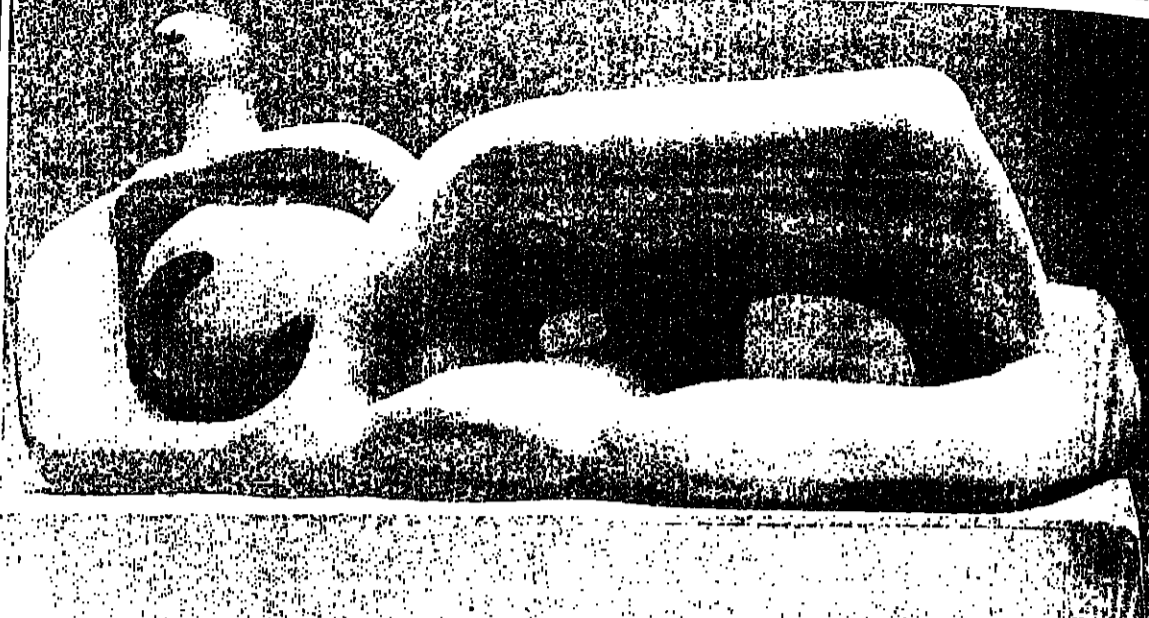
ADDRESS _____

SIGNATURE _____ DATE _____

Please send this coupon with your cheque to Nigel Denison, The Times Higher Education Supplement, Room 274, PO. Box 7, 200 Gray's Inn Road, London WC1X 9EZ.

NOTICE BOARD

Noticeboard is compiled by Patricia Santinelli and Mila Goldie



Reclining figure 1945-46, by the sculptor Henry Moore, who will be awarded an honorary degree by Lancaster University in December.

Honorary degrees

Universities

Heriot-Watt

The following have been awarded honorary degrees:

Dr Professor John Maynard Smith, professor of Biology at the University of Sussex.

Lancaster

The following are to be awarded honorary degrees in December:

Dr Professor Kenneth Boulding, distinguished professor of economics emeritus, Colorado University.

Dr Lord Brockway, co-chairman of the World Pharmaceutical Campaign.

Dr Professor Sir Henry Moore, the celebrated sculptor.

Leicester

The following have been awarded honorary degrees:

Dr Professor Margaret Gowing, professor of the history of science, Oxford University.

Dr Professor Stephen Hawking, Lecturer in physics at mathematics, Cambridge University.

Dr Professor Sir John Maynard Smith, professor of physiology, Bente University.

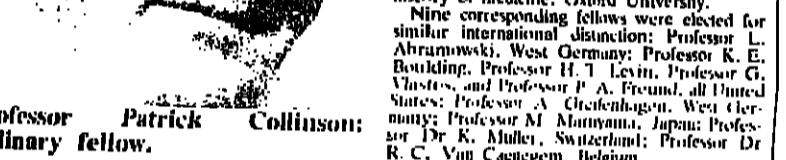
Dr Professor Sir Henry Moore, High Court judge in the Queen's Bench Division, Professor Randolph Clark, vice-chancellor, London University.

Thesiger

The following were elected ordinary fellows for distinction in the humanities and social sciences:

Professor M. D. K. Baandall, professor of the history of the classical tradition, Warburg Institute, University of London; Professor T. J. Brown, professor of palaeography, University of London; Professor J. Burns, formerly professor of zoology, University of Edinburgh; The Rev. Professor C. E. Carr-Saunders, formerly of the department of history, University of Cambridge; Professor Patrick Collinson, professor of history at the University of Kent; Professor G. E. Daniel, emeritus professor, University of Cambridge; Mr J. C. R. Hume, adviser to the governor of the Bank of England; Professor S. E. Finer, Glendon professor of government and public administration, Oxford University; Mrs H. F. Harvey, special university lecturer in modern history, Oxford University; Professor H. D. Jocelyn, (Hulme) professor of Latin, Manchester University; Mr E. L. Jones, reader in English literature, Oxford University; Professor G. J. Jones, Downing Professor of English law, Cambridge University; Mr R. C. Latham, Peppis librarian, Cambridge University; Mr G. W. Neighbour, former professor of comparative philology, University College, London; Professor C. G. Thorne, professor of international relations, Sussex University; Dr C. Webster, reader in the history of medicine.

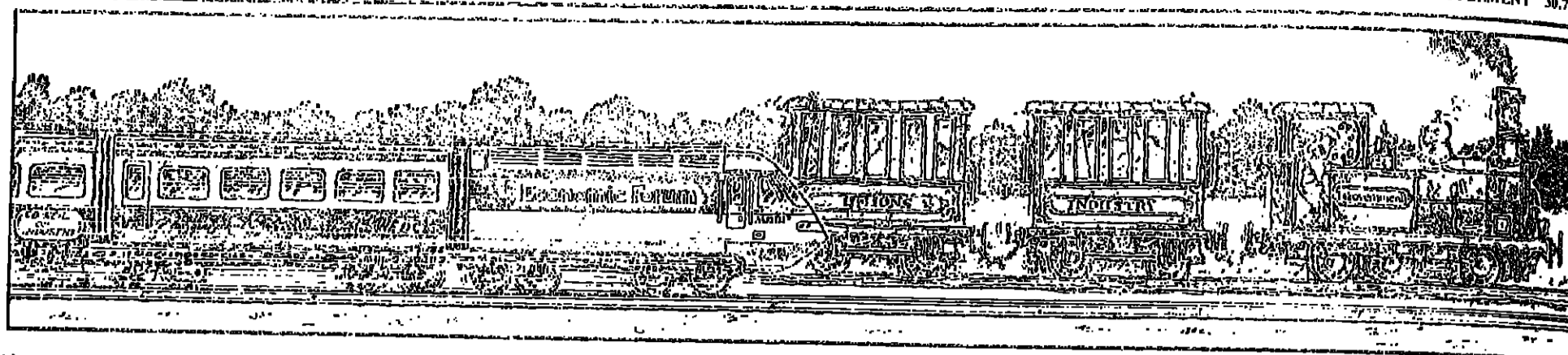
Nine corresponding fellows were elected for similar international distinction: Professor L. Abramowski, West Germany; Professor K. E. Boulding, Professor H. T. Levin, Professor C. Vlastos, and Professor P. A. Freund, all United States; Professor A. Chachnagou, West Germany; Professor M. Minamoto, Japan; Professor Dr K. Müller, Switzerland; Professor Dr R. C. Van Caenegem, Belgium.



Professor Patrick Collinson, ordinary fellow.

Open University programmes July 31 to August 6

- Saturday July 31**
- 8.25 Contemporary Issues in Education. A Series of Lectures... Basic Education for Adults (E30); (E31); (E32); (E33); (E34); (E35); (E36); (E37); (E38); (E39); (E40); (E41); (E42); (E43); (E44); (E45); (E46); (E47); (E48); (E49); (E50); (E51); (E52); (E53); (E54); (E55); (E56); (E57); (E58); (E59); (E60); (E61); (E62); (E63); (E64); (E65); (E66); (E67); (E68); (E69); (E70); (E71); (E72); (E73); (E74); (E75); (E76); (E77); (E78); (E79); (E80); (E81); (E82); (E83); (E84); (E85); (E86); (E87); (E88); (E89); (E90); (E91); (E92); (E93); (E94); (E95); (E96); (E97); (E98); (E99); (E100); (E101); (E102); (E103); (E104); (E105); (E106); (E107); (E108); (E109); (E110); (E111); (E112); (E113); (E114); (E115); (E116); (E117); (E118); (E119); (E120); (E121); (E122); (E123); (E124); (E125); (E126); (E127); (E128); (E129); (E130); (E131); (E132); (E133); (E134); (E135); (E136); (E137); (E138); (E139); (E140); (E141); (E142); (E143); (E144); (E145); (E146); (E147); (E148); (E149); (E150); (E151); (E152); (E153); (E154); (E155); (E156); (E157); (E158); (E159); (E160); (E161); (E162); (E163); (E164); (E165); (E166); (E167); (E168); (E169); (E170); (E171); (E172); (E173); (E174); (E175); (E176); (E177); (E178); (E179); (E180); (E181); (E182); (E183); (E184); (E185); (E186); (E187); (E188); (E189); (E190); (E191); (E192); (E193); (E194); (E195); (E196); (E197); (E198); (E199); (E200); (E201); (E202); (E203); (E204); (E205); (E206); (E207); (E208); (E209); (E210); (E211); (E212); (E213); (E214); (E215); (E216); (E217); (E218); (E219); (E220); (E221); (E222); (E223); (E224); (E225); (E226); (E227); (E228); (E229); (E230); (E231); (E232); (E233); (E234); (E235); (E236); (E237); (E238); (E239); (E240); (E241); (E242); (E243); (E244); (E245); (E246); (E247); (E248); (E249); (E250); (E251); (E252); (E253); (E254); (E255); (E256); (E257); (E258); (E259); (E260); (E261); (E262); (E263); (E264); (E265); (E266); (E267); (E268); (E269); (E270); (E271); (E272); (E273); (E274); (E275); (E276); (E277); (E278); (E279); (E280); (E281); (E282); (E283); (E284); (E285); (E286); (E287); (E288); (E289); (E290); (E291); (E292); (E293); (E294); (E295); (E296); (E297); (E298); (E299); (E300); (E301); (E302); (E303); (E304); (E305); (E306); (E307); (E308); (E309); (E310); (E311); (E312); (E313); (E314); (E315); (E316); (E317); (E318); (E319); (E320); (E321); (E322); (E323); (E324); (E325); (E326); (E327); (E328); (E329); (E330); (E331); (E332); (E333); (E334); (E335); (E336); (E337); (E338); (E339); (E340); (E341); (E342); (E343); (E344); (E345); (E346); (E347); (E348); (E349); (E350); (E351); (E352); (E353); (E354); (E355); (E356); (E357); (E358); (E359); (E360); (E361); (E362); (E363); (E364); (E365); (E366); (E367); (E368); (E369); (E370); (E371); (E372); (E373); (E374); (E375); (E376); (E377); (E378); (E379); (E380); (E381); (E382); (E383); (E384); (E385); (E386); (E387); (E388); (E389); (E390); (E391); (E392); (E393); (E394); (E395); (E396); (E397); (E398); (E399); (E400); (E401); (E402); (E403); (E404); (E405); (E406); (E407); (E408); (E409); (E410); (E411); (E412); (E413); (E414); (E415); (E416); (E417); (E418); (E419); (E420); (E421); (E422); (E423); (E424); (E425); (E426); (E427); (E428); (E429); (E430); (E431); (E432); (E433); (E434); (E435); (E436); (E437); (E438); (E439); (E440); (E441); (E442); (E443); (E444); (E445); (E446); (E447); (E448); (E449); (E450); (E451); (E452); (E453); (E454); (E455); (E456); (E457); (E458); (E459); (E460); (E461); (E462); (E463); (E464); (E465); (E466); (E467); (E468); (E469); (E470); (E471); (E472); (E473); (E474); (E475); (E476); (E477); (E478); (E479); (E480); (E481); (E482); (E483); (E484); (E485); (E486); (E487); (E488); (E489); (E490); (E491); (E492); (E493); (E494); (E495); (E496); (E497); (E498); (E499); (E500); (E501); (E502); (E503); (E504); (E505); (E506); (E507); (E508); (E509); (E510); (E511); (E512); (E513); (E514); (E515); (E516); (E517); (E518); (E519); (E520); (E521); (E522); (E523); (E524); (E525); (E526); (E527); (E528); (E529); (E530); (E531); (E532); (E533); (E534); (E535); (E536); (E537); (E538); (E539); (E540); (E541); (E542); (E543); (E544); (E545); (E546); (E547); (E548); (E549); (E550); (E551); (E552); (E553); (E554); (E555); (E556); (E557); (E558); (E559); (E560); (E561); (E562); (E563); (E564); (E565); (E566); (E567); (E568); (E569); (E570); (E571); (E572); (E573); (E574); (E575); (E576); (E577); (E578); (E579); (E580); (E581); (E582); (E583); (E584); (E585); (E586); (E587); (E588); (E589); (E590); (E591); (E592); (E593); (E594); (E595); (E596); (E597); (E598); (E599); (E600); (E601); (E602); (E603); (E604); (E605); (E606); (E607); (E608); (E609); (E610); (E611); (E612); (E613); (E614); (E615); (E616); (E617); (E618); (E619); (E620); (E621); (E622); (E623); (E624); (E625); (E626); (E627); (E628); (E629); (E630); (E631); (E632); (E633); (E634); (E635); (E636); (E637); (E638); (E639); (E640); (E641); (E642); (E643); (E644); (E645); (E646); (E647); (E648); (E649); (E650); (E651); (E652); (E653); (E654); (E655); (E656); (E657); (E658); (E659); (E660); (E661); (E662); (E663); (E664); (E665); (E666); (E667); (E668); (E669); (E670); (E671); (E672); (E673); (E674); (E675); (E676); (E677); (E678); (E679); (E680); (E681); (E682); (E683); (E684); (E685); (E686); (E687); (E688); (E689); (E690); (E691); (E692); (E693); (E694); (E695); (E696); (E697); (E698); (E699); (E700); (E701); (E702); (E703); (E704); (E705); (E706); (E707); (E708); (E709); (E710); (E711); (E712); (E713); (E714); (E715); (E716); (E717); (E718); (E719); (E720); (E721); (E722); (E723); (E724); (E725); (E726); (E727); (E728); (E729); (E730); (E731); (E732); (E733); (E734); (E735); (E736); (E737); (E738); (E739); (E740); (E741); (E742); (E743); (E744); (E745); (E746); (E747); (E748); (E749); (E750); (E751); (E752); (E753); (E754); (E755); (E756); (E757); (E758); (E759); (E760); (E761); (E762); (E763); (E764); (E765); (E766); (E767); (E768); (E769); (E770); (E771); (E772); (E773); (E774); (E775); (E776); (E777); (E778); (E779); (E780); (E781); (E782); (E783); (E784); (E785); (E786); (E787); (E788); (E789); (E790); (E791); (E792); (E793); (E794); (E795); (E796); (E797); (E798); (E799); (E800); (E801); (E802); (E803); (E804); (E805); (E806); (E807); (E808); (E809); (E810); (E811); (E812); (E813); (E814); (E815); (E816); (E817); (E818); (E819); (E820); (E821); (E822); (E823); (E824); (E825); (E826); (E827); (E828); (E829); (E830); (E831); (E832); (E833); (E834); (E835); (E836); (E837); (E838); (E839); (E840); (E841); (E842); (E843); (E844); (E845); (E846); (E847); (E848); (E849); (E850); (E851); (E852); (E853); (E854); (E855); (E856); (E857); (E858); (E859); (E860); (E861); (E862); (E863); (E864); (E865); (E866); (E867); (E868); (E869); (E870); (E871); (E872); (E873); (E874); (E875); (E876); (E877); (E878); (E879); (E880); (E881); (E882); (E883); (E884); (E885); (E886); (E887); (E888); (E889); (E890); (E891); (E892); (E893); (E894); (E895); (E896); (E897); (E898); (E899); (E900); (E901); (E902); (E903); (E904); (E905); (E906); (E907); (E908); (E909); (E910); (E911); (E912); (E913); (E914); (E915); (E916); (E917); (E918); (E919); (E920); (E921); (E922); (E923); (E924); (E925); (E926); (E927); (E928); (E929); (E930); (E931); (E932); (E933); (E934); (E935); (E936); (E937); (E938); (E939); (E940); (E941); (E942); (E943); (E944); (E945); (E946); (E947); (E948); (E949); (E950); (E951); (E952); (E953); (E954); (E955); (E956); (E957); (E958); (E959); (E960); (E961); (E962); (E963); (E964); (E965); (E966); (E967); (E968); (E969); (E970); (E971); (E972); (E973); (E974); (E975); (E976); (E977); (E978); (E979); (E980); (E981); (E982); (E983); (E984); (E985); (E986); (E987); (E988); (E989); (E990); (E991); (E992); (E993); (E994); (E995); (E996); (E997); (E998); (E999); (E1000); (E1001); (E1002); (E1003); (E1004); (E1005); (E1006); (E1007); (E1008); (E1009); (E1010); (E1011); (E1012); (E1013); (E1014); (E1015); (E1016); (E1017); (E1018); (E1019); (E1020); (E1021); (E1022); (E1023); (E1024); (E1025); (E1026); (E1027); (E1028); (E1029); (E1030); (E1031); (E1032); (E1033); (E1034); (E1035); (E1036); (E1037); (E1038); (E1039); (E1040); (E1041); (E1042); (E1043); (E1044); (E1045); (E1046); (E1047); (E1048); (E1049); (E1050); (E1051); (E1052); (E1053); (E1054); (E1055); (E1056); (E1057); (E1058); (E1059); (E1060); (E1061); (E1062); (E1063); (E1064); (E1065); (E1066); (E1067); (E1068); (E1069); (E1070); (E1071); (E1072); (E1073); (E1074); (E1075); (E1076); (E1077); (E1078); (E1079); (E1080); (E1081); (E1082); (E1083); (E1084); (E1085); (E1086); (E1087); (E1088); (E1089); (E1090); (E1091); (E1092); (E1093); (E1094); (E1095); (E1096); (E1097); (E1098); (E1099); (E1100); (E1101); (E1102); (E1103); (E1104); (E1105); (E1106); (E1107); (E1108); (E1109); (E1110); (E1111); (E1112); (E1113); (E1114); (E1115); (E1116); (E1117); (E1118); (E1119); (E1120); (E1121); (E1122); (E1123); (E1124); (E1125); (E1126); (E1127); (E1128); (E1129); (E1130); (E1131); (E1132); (E1133); (E1134); (E1135); (E1136); (E1137); (E1138); (E1139); (E1140); (E1141); (E1142); (E1143); (E1144); (E1145); (E1146); (E1147); (E1148); (E1149); (E1150); (E1151); (E1152); (E1153); (E1154); (E1155); (E1156); (E1157); (E1158); (E1159); (E1160); (E1161); (E1162); (E1163); (E1164); (E1165); (E1166); (E1167); (E1168); (E1169); (E1170); (E1171); (E1172); (E1173); (E1174); (E1175); (E1176); (E1177); (E1178); (E1179); (E1180); (E1181); (E1182); (E1183); (E1184); (E1185); (E1186); (E1187); (E1188); (E1189); (E1190); (E1191); (E1192); (E1193); (E1194); (E1195); (E1196); (E1197); (E1198); (E1199); (E1200); (E1201); (E1202); (E1203); (E1204); (E1205); (E1206); (E1207); (E1208); (E1209); (E1210); (E1211); (E1212); (E1213); (E1214); (E1215); (E1216); (E1217); (E1218); (E1219); (E1220); (E1221); (E1222); (E1223); (E1224); (E1225); (E1226); (E1227); (E1228); (E1229); (E1230); (E1231); (E1232); (E1233); (E1234); (E1235); (E1236); (E1237); (E1238); (E1239); (E1240); (E1241); (E1242); (E1243); (E1244); (E1245); (E1246); (E1247); (E1248); (E1249); (E1250); (E1251); (E1252); (E1253); (E1254); (E1255); (E1256); (E1257); (E1258); (E1259); (E1260); (E1261); (E1262); (E1263); (E1264); (E1265); (E1266); (E1267); (E1268); (E1269); (E1270); (E1271); (E1272); (E1273); (E1274); (E1275); (E1276); (E1277); (E1278); (E1279); (E1280); (E1281); (E1282); (E1283); (E1284); (E1285); (E1286); (E1287); (E1288); (E1289); (E1290); (E1291); (E1292); (E1293); (E1294); (E1295); (E1296); (E1297); (E1298); (E1299); (E1300); (E1301); (E1302); (E1303); (E1304); (E1305); (E1306); (E1307); (E1308); (E1309); (E1310); (E1311); (E1312); (E1313); (E1314); (E1315); (E1316); (E1317); (E1318); (E1319); (E1320); (E1321); (E1322); (E1323); (E1324); (E1325); (E1326); (E1327); (E1328); (E1329); (E1330); (E1331); (E1332); (E1333); (E1334); (E1335); (E1336); (E1337); (E1338); (E1339); (E1340); (E1341); (E1342); (E1343); (E1344); (E1345); (E1346); (E1347); (E1348); (E1349); (E1350); (E1351); (E1352); (E1353); (E1354); (E1355); (E1356); (E1357); (E1358); (E1359); (E1360); (E1361); (E1362); (E1363); (E1364); (E1365); (E1366); (E1367); (E1368); (E1369); (E1370); (E1371); (E1372); (E1373); (E1374); (E1375); (E1376); (E1377); (E1378); (E1379); (E1380); (E1381); (E1382); (E1383); (E1384); (E1385); (E1386); (E1387); (E1388); (E1389); (E1390); (E1391); (E1392); (E1393); (E1394); (E1395); (E1396); (E1397); (E1398); (E1399); (E1400); (E1401); (E1402); (E1403); (E1404); (E1405); (E1406); (E1407); (E1408); (E1409); (E1410); (E1411); (E1412); (E1413); (E1414); (E1415); (E1416); (E1417); (E1418); (E1419); (E1420); (E1421); (E1422); (E1423); (E1424); (E1425); (E1426); (E1427); (E1428); (E1429); (E1430); (E1431); (E1432); (E1433); (E1434); (E1435); (E1436); (E1437); (E1438); (E1439); (E1440); (E1441); (E1442); (E1443); (E1444); (E1445); (E1446); (E1447); (E1448); (E1449); (E1450); (E1451); (E1452); (E1453); (E1454); (E1455); (E1456); (E1457); (E1458); (E1459); (E1460); (E1461); (E1462); (E1463); (E1464); (E1465); (E1466); (E1467); (E1468); (E1469); (E1470); (E1471); (E1472); (E1473); (E1474); (E1475); (E1476); (E1477); (E1478); (E1479); (E1480); (E1481); (E1482); (E1483); (E1484); (E1485); (E1486); (E1487); (E1488); (E1489); (E1490); (E1491); (E1492); (E1493); (E1494); (E1495); (E1496); (E1497); (E1498); (E1499); (E1500); (E1501); (E1502); (E1503); (E1504); (E1505); (E1506); (E1507); (E1508); (E1509); (E1510); (E1511); (E1512); (E1513); (E1514); (E1515); (E1516); (E1517); (E1518); (E1519); (E1520); (E1521); (E1522); (E1523); (E1524); (E1525); (E1526); (E1527); (E1528); (E1529); (E1530); (E1531); (E1532); (E1533); (E1534); (E1535); (E1536); (E1537); (E1538); (E1539); (E1540); (E1541); (E1542); (E1543); (E1544); (E1545); (E1546); (E1547); (E1548); (E1549); (E1550); (E1551); (E1552); (E1553); (E1554); (E1555); (E1556); (E1557); (E1558); (E1559); (E1560); (E1561); (E1562); (E1563); (E1564); (E1565); (E1566); (E1567); (E1568); (E1569); (E1570); (E1571); (E1572); (E1573); (E1574); (E1575); (E1576); (E1577); (E1578); (E1579); (E1580); (E1581); (E1582); (E1583); (E1584); (E1585); (E1586); (E1587); (E1588); (E1589); (E1590); (E1591); (E1592); (E1593); (E1594); (E1595); (E1596); (E1597); (E1598); (E1599); (E1600); (E1601); (E1602); (E1603); (E1604); (E1605); (E1606); (E1607); (E1608); (E1609); (E1610); (E1611); (E1612); (E1613); (E1614); (E1615); (E1616); (E1617); (E1618); (E1619); (E1620); (E1621); (E1622); (E1623); (E1624); (E1625); (E1626); (E1627); (E1628); (E1629); (E1630); (E1631); (E1632); (E1633); (E1634); (E1635); (E1636); (E1637); (E1638); (E1639); (E1640); (E1641); (E1642); (E1643); (E1644); (E1645); (E1646); (E1647); (E1648); (E1649); (E1650); (E1651); (E1652); (E1653); (E1654); (E1655); (E1656); (E1657); (E1658); (E1659); (E1660); (E1661); (E1662); (E1663); (E1664); (E1665); (E1666); (E1667); (E1668); (E1669); (E1670); (E1671); (E1672); (E1673); (E1674); (E1675); (E1676); (E1677); (E1678); (E1679); (E1680); (E1681); (E1682); (E1683); (E1684); (E1685); (E1686); (E1687); (E1688); (E1689); (E1690); (E1691); (E1692); (E1693); (E1694); (E1695); (E1696); (E1697); (E1698); (E1699); (E1700); (E1701); (E1702); (E1703); (E1704); (E1705); (E1706); (E1707); (E1708); (E1709); (E1710); (E1711); (E1712); (E1713); (E1714); (E1715); (E1716); (E1717); (E1718); (E1719); (E1720); (E1721); (E1722); (E1723); (E1724); (E1725); (E1726); (E1727); (E1728); (E1729); (E1730); (E1731); (E1732); (E1733); (E1734); (E1735); (E1736); (E1737); (E1738); (E1739); (E1740); (E1741); (E1742); (E1743); (E1744); (E1745); (E1746); (E1747); (E1748); (E1749); (E1750); (E1751); (E1752); (E1753); (E1754); (E1755); (E1756); (E1757); (E1758); (E1759); (E1760); (E1761); (E1762); (E1763); (E1764); (E1765); (E1766); (E1767); (E1768); (E1769); (E1770); (E1771); (E17



Bending the rod of iron.

Chris Pomery argues the need for formal and specific disciplinary procedures at Oxford University



Oxford students at matriculation: a closed system?

Academic and disciplinary matters at Oxford are primarily the concern of individual colleges rather than the university. Each college exercises its autonomy unchecked by outside influences or fixed internal procedures. In cases of academic discipline, the absence of any form of representation for the individual leads to the feeling that decisions handed down are arbitrary, inflexible and made without due consideration of circumstances. Attempts to penetrate the blind depths of reserved business and to focus criticism always result in a defensive reflex action from senior members of the college. The fact that any student request for formal procedures is felt as a criticism of tutors' personal integrity isolates the student from the college or educational establishment. This is the tutor's self-identification as guardian *à la petro* of absent procedures, uniting professional ability, personal integrity and bureaucratic function.

Though not all dons or colleges can be criticized, the existence of a regular number of cases each year that cause disquiet (including two this term in Lady Margaret Hall and St John's College, and three cases in two years in Keble College) is evidence that the standard lack of procedural safeguards and guidelines, justifiable in Oxford's theory of itself, is unacceptable in practice. The present system doesn't work.

The three central areas of criticism are: firstly, the absence of formal procedures within the college structure; secondly, the lack of a standardized procedure common to all colleges and covering all cases; and thirdly, the denial of student representation and access to the decision-making body. The nature of these absent procedures corresponds to the individualist teaching practices and autonomous nature of the collegiate structure of the university, the two principles which maintain the status quo.

In each college tutorial fellows supervise the work of their own students (whose admission to the college they initiated) within the tutorial system, the much lauded personal relationship of tutor and student that generalizes Oxford's teaching. In particular this management works satisfactorily. Students live their lives and don't collect their salaries. Only when things go wrong does it expose itself for what it really is - procedurally one-sided.

Students dissatisfied with their tutor's teaching can do very little without prejudicing their own position. Tutors dissatisfied with students can hold the matter in abeyance at their discretion before making the matter public within college. That is a general admission that nothing more can be done, with ensuing college procedures serving to ensure that this is indeed the case.

Once the relevant college committee is informed that a particular student's work does not reach the required standard the case will be discussed and action decided upon. This all sounds far enough, but in reality it feels arbitrary and is uncontrollable. Once the matter is taken out of the tutor's discretion, students will find that they have no rights of representation, no access to the agenda or right to have the case reconsidered, and no right to appeal against any decision.

The college further reserves the right to set any number of internal papers (known as penal collections) with whatever frequency it chooses, to mark these papers to any standard and to stipulate any pass grade, and to decide whether the conditions of the test and college procedures have been fulfilled. Indeed, many colleges do not bother to set collections before sending students down. Recently a student in Lady Margaret Hall was

told that his attitude was unacceptable and was sent down at a week's notice without the option of sitting collections - to demonstrate his academic abilities.

Furthermore, the structure of the decision-making body makes it unlikely that a balanced decision could ever be reached. If tutors express (reluctant) dissatisfaction with the performance of one of their students (an admission that should automatically reflect upon their teaching abilities), then no tutors from another subject area are likely to encroach upon their professional domain.

The head of the college, in an imaginative act of judicial schizophrenia, will simultaneously claim to be an impartial advocate for the defence (or for the prosecution), committee chairman, responsible for proposing and endorsing a course of action, and the only channel for an appeal. Decisions made by large, ill-informed committees are often unpredictable. The absence of formal procedures propels their decisions towards arbitrariness.

Under the present system, students rely on the benevolent patronage of their tutor at the expense of the protection of clearly defined procedures within the college structure. Such an absence of procedure is justified by history (the oldest anachronisms being the best). If senior members take as a premise their own idea of their objective infallibility in academic matters, then any suggestions that procedures might need definition and that a right to an appeal ought to be established are obviously out of context.

Just as the collegiate structure and tutorial teaching practices isolate individual students from any wider group identity or participation, so existing disciplinary structures exist only to ratify a tutor's individual opinion of dissatisfaction. They legitimize a personal reaction in semblance of formality and legality without stimulating a full consideration of the case and an impartial judgment. Without any process of self-examination or regulation, governing bodies are condemned to conclude what has been inserted into procedure as premise.

From the particular cases that occur regularly in Oxford it is apparent a number of important principles are going unchallenged. The nature of the contract between the college and the student is weighted heavily in favour of the college. There is no self-regulating mechanism that allows student criticism of tutors to surface and find expression, or any college body designed to anticipate possible antagonisms and provide a forum for discussion.

Individuals have no right of access to their own files - the files upon which any discussion about them might be based. They have no right to know or influence the frame of reference within which any discussion about them may be conducted, and certainly no right to represent their own case.

The college reserves the right to define any disciplinary action as academic in order to restrict discussion. It need make no justification to the state about the money was on an excluded student's education or any provision for the student welfare through providing refer or facilitating migration to another college or educational establishment. Nor need they inform students their rights, for their rights are there. There is no appeal outside the college to the university and Oxford sitting MP recognizes such case internal college affairs, thus sanctifying a retreat behind a wall of justifiable silence.

Mixed feelings

Peter Parker discusses the relationship between government and national industry

Many people now regard the mixed economy as at best a dubious compromise, at worst as the empty slogan of mere pragmatists without a positive view of the future. The idea of the mixed economy has been a major contribution to post-war European thought. Other Europeans than ourselves have embraced the idea and have drawn strength from it, above all in industrial recovery and advance. The concept was a product of the aspirations of the period just before and after the war. It expressed above all a search for consensus that would put behind us the pre-war spectres of social, economic and political breakdown and lay the foundations of a new sense of community and a new prospect of growth. But it also pointed the way for a new relationship between polity and economy, and in particular an understanding between government and industry.

In Britain, however, successive attempts, under governments of both parties, to ignite our industrial engine of growth have left us stalled. There was disappointment with the immediate post-war Labour government's great reforming efforts under very unfavourable circumstances and the profound self-doubts about the role of the state it encouraged: Professor Hayek's *Road to Serfdom* was born of the experience of the 1940s and must have shaped the views of those in power in the 1960s. The apparent consensus restored under "Butskellism" in the 1950s and fed by temporary boom conditions petered out in the frustrating era of "stop-go" policy. (From today's standpoint the early 1960s look good; at the time, they irked the spirit of the young with their angry backward look.) It was actually under a declining Conservative government that the vaunted conversion to planning took place in the early 1960s, with the establishment of the National Economic Development Council, the first attempt at a partnership with industry and concerted policies for growth. After 1964 new commitment was brought to planning as Labour sought to establish the full apparatus of a managed economy. By the end of the 1960s, the patched partnership of government and trade unions had pulled apart under the strain. "Planning" had again become discredited, not unmentionable, but a touch embarrassing, much as "Industrial Policy" has been in recent years.

With the 1970s, confidence in the very idea of a mixed economy began to evaporate in the heat of social disputes. The dismal and destructive outcome of a growing division between alternative Utopian views is with us now. Rather than a rigorous and healthy questioning of earlier assumptions, much of the recent reaction away from the idea of a mixed economy has been a common feature of the self-indulgence and self-deception of otherwise divergent political sects.

In a dull statistical sense we can say that the mixed economy implies acceptance of a substantial public sector of industry in what remains predominantly private-enterprise economy. The national industries account for some 11 per cent of the gross domestic product and some 17 per cent of total national investment. The extent of public ownership in statistical terms is distorted: the reality is both less and more. Less in the sense of so much public enterprise being market-related and more in the sense of the interdependence of private and public sectors. The tendency to speak of nationalization as if it were a process still relevant in the form it took over 35 years ago makes it more difficult for the nationalized industries to be detached from antique passions and prejudices. In fact, our national industries can be effectively managed only if we see their similarities to, as well as their differences from, large-scale private enterprise. If we are to set the needs of the government/industry relationship in the mixed economy in proper perspective, then industry must be so defined as to include both public and private.

Obviously, nationalization was itself a response to the special circumstances and problems of undertakings in the transport and energy sectors, with their element of public utility and their natural tendency to monopoly. All governments have used the powers acquired through nationalization to make the major pricing, investment and other decisions of the industries unusually responsive to those governments' own short-term economic and social policies.

It is a serious distortion, though, to assume that only through public ownership does the visible hand of the public interest come to bear on the decisions of industrial management - public and private. Not only conform to national economic policies, be these regulatory, fiscal or monetary in emphasis, but the obligations of government to an interdependent industrial society have greatly extended its influence as a guardian of social and economic welfare, and as a major industrial consumer. The wider, interlocking ramifications of apparently isolated commercial decisions have loomed ever more important in our lives. At the time of rapid technological change, the striving for efficiency which we regard, holy or unholy as you will, of all industrial managers, may derive as much from a professional ethos as from a public duty or an instinct for short-term commercial gain.

Means of public intervention have become more varied and subtle than when outright public ownership was seen as a unique and essential instrument for the defence of public interest. The Monopolies and Mergers Commission looms larger and more often and the problem persists of finding the right combination of public accountability and control on the one hand, and the undeniable needs of enterprise on the other.

We know from costly experience in a number of industrial sectors that public intervention at arm's length, especially when it involves a financial commitment to an undertaking in a quicksand, is invariably pulled into a seen responsibility. Nor is the need for custodianship met simply by extending the responsibilities of ministers and, therefore, by placing, and often irreconcilable demands on the Civil Service and the machinery for managing industrial enterprise do not assimilate easily, if at all, to those for public administration.

It is probably in this respect that our previous attitudes to government and industry have shown some of the worst results of lack of nerve, resilience and imagination. The public

sector of industry, no less than private enterprise, contains too much diversity of productive process and market condition, and faces too many demands for adaptability and resilience over time, to be manageable within a straitjacket of structures and rules of doubtful general validity. Entrepreneurship in both public and private enterprise has the essential task of giving management and workforce commitment, inspiration and pride in their business as a viable community. What can destroy the integrity of such a working community, however, is the kind of dogmatism which seeks to treat national industries as an unnatural category apart.

Public intervention in the mixed economy must allow the price mechanism to operate in markets for goods and services and in markets for factors of production, and must allow maximum freedom to individuals to choose what goods and services they consume, what jobs to take and how to use their savings. The ends of public intervention should be clear: to avoid high and accelerating inflation; to check the ability of corporate forces to distort market mechanisms; to provide for certain activities that cannot be left to the market; to avoid extremes of wealth and poverty; and to provide an adequate amount of planning to dampen the impact of uncertainties, manage major structural changes and take account of social costs and benefits.

The essential oil that allows the joints of the mixed economy to work is a sense of partnership, not only between the so-called sides of industry itself, but also between industry precisely that sense which has been lacking in British industry since the mixed economy, in contrast to the experience of most other western European countries. We have tended to submit to the view that only government and not industry can have an adequate sense of responsibility and to the conviction that the public sector is a necessary evil. If the mixed economy means anything, it is a reconciliation and not an opposition of public and private realms.

Those who argue that the state itself must be responsible for major industrial decisions, fail to put to themselves at least two searching questions. First, what demands does such a role for the state place on public officials? All over the world, from Peking to Warsaw and right across the North Atlantic - the notion of the Stalinist command economy has disappeared. Centralized agencies cannot hope to collect and utilize the information necessary if they are to compare in efficiency with the market process. Public accountability for major decisions affecting the public interest is essential, but increasing the amount of discretion in public officials to influence investment decisions, assess managerial performance, even to commit vast sums themselves, does not advance such accountability. Nor do increasing doses of ministerial power advance Parliamentary

accountability. The confusion and misallocation of responsibilities have hampered governments and industries alike.

The second question for the statist is: is it true that private enterprise must necessarily be anti-social? The first social responsibility, within obvious limits, of private enterprise is to make a profit and prosper. But the activities of public and private sectors do need to be coordinated by some measure of conscious design. Industry should welcome such an opportunity to reduce uncertainty, make fuller use of new techniques, and take timely account of the wider consequences of their own actions rather than have to pay for these unforeseen and often less amenable ways. A command state is not, we now realize by experience, a viable alternative to social partnership, which ought still to be the ideal, on both moral and technical grounds.

On the other side, those who see the mixed economy as a misguided attempt to interfere with the logic and discipline of market forces should also be reminded of two begged questions. First, how would they provide for the vast web of interdependencies that exist in an advanced industrialized economy, and second, how to provide for the irregular and uneven effects of market forces as these fall on different regions, sectors, age-groups?

Those agents who perform inefficiently should be dismissed. On the other hand, those who continue to be retained in positions of responsibility should be cherished and kept in the confidence of ministers of the day. "Employ nobody except those you trust, and trust all those whom you continue to employ." The record of relations between governments and chairmen of national industries is notably deficient in this regard.

It is possible to scoff at the formal economists' rules about pricing policy, about target returns on investment projects, about target returns on capital employed, and so on. These rules can provide no more than a fairly loose framework within which agents need to exercise their discretion.

It follows that these rules need to be framed in general terms and their practical interpretation needs to be agreed with those who are to operate them. My own notion of a "contract" for the board of a national industry framework for relations between board and its workforce, and between a great industry and its customers.

This view of the role of national industries needs to be seen against the wider background of government/industry relations in the mixed economy. Here the clear priority is industrial recovery. For over 100 years, the UK's industrial performance has been among the lowest in Europe. Comparisons with our European neighbours are inevitable. We cannot solve our problems simply by borrowing or transplanting the institutions, but surely, we must aim at the same standards, while seeking our own methods of applying them. How is it that other industrialized

can be no political move which has no drawbacks, no undesirable consequences?

What we need above all for the national industries is a settlement. We already have all the ingredients: commissions, white papers, inquiries, studies have done their job, no more of them are necessary or desirable.

We must continue to have financial targets, realistically negotiated and toughly adhered to. In principle, we have had them since 1961; in practice, successive governments have failed to work the system. Those who sell directly to the government need a contract, just as in any other commercial agreement, between supplier and customer. That contract has to relate an agreed quantity and quality of service to a price that can be met.

Of course, costs and productivity need to be monitored. We welcome the idea that the Monopolies and Mergers Commission should inspect each industry thoroughly once every three or four years. Our relations with customers are the essence of our business and they must be kept informed of our performance and problems, against agreed criteria. We expect in those many areas of our business where we face merciless competition to be free to set our prices, subject to the normal rules of fairness, as we think best. We welcome the EFL system, but insist that it should flow from medium-term financial targets, not the reverse. EFL, a banker's control in essence, must be flexibly applied.

What relationship can hold between the owners of national industries and their agents, the taxpayer? Managers need to exercise discretion, judgment, discernment, fair persuasion. They must do that within a set of rules, which allow their own broad intentions to be laid down and then allow very considerable freedom of action to the agents to do their best to carry out what might be the wishes of the owners.

Those agents who perform inefficiently should be dismissed. On the other hand, those who continue to be retained in positions of responsibility should be cherished and kept in the confidence of ministers of the day. "Employ nobody except those you trust, and trust all those whom you continue to employ." The record of relations between governments and chairmen of national industries is notably deficient in this regard.

It is possible to scoff at the formal economists' rules about pricing policy, about target returns on investment projects, about target returns on capital employed, and so on. These rules can provide no more than a fairly loose framework within which agents need to exercise their discretion.

It follows that these rules need to be framed in general terms and their practical interpretation needs to be agreed with those who are to operate them. My own notion of a "contract" for the board of a national industry framework for relations between board and its workforce, and between a great industry and its customers.

This view of the role of national industries needs to be seen against the wider background of government/industry relations in the mixed economy. Here the clear priority is industrial recovery. For over 100 years, the UK's industrial performance has been among the lowest in Europe. Comparisons with our European neighbours are inevitable. We cannot solve our problems simply by borrowing or transplanting the institutions, but surely, we must aim at the same standards, while seeking our own methods of applying them. How is it that other industrialized

countries have managed to get the spark across the gap, when we have failed? The most striking successes are examples of mixed economies, in which not only have successive governments avoided simplified, all-embracing remedies, but also industry has been able to respond with its own commitment to policies based on consensus. What Utopians on both sides need to note is that ideology has played little or no part in such successes. The French economy has been far less rigidly planned than is often assumed, its growth depending on the response of the private sector.

Although the West German model seems to be especially favoured by *laissez-faire* economists, German industrial success can be described as the result of a guided economy. It was not only the pursuit of a disciplined monetary policy that succeeded for so long in keeping both inflation and unemployment under greater control than in other European economies. The state has intervened through tripartite agencies in labour market policy, and by means of government departments like the Ministry of Research and Technology.

Moreover, though formal machinery for incomes policy set up in the mid-1960s has not survived, as the free movement of wages and prices has continued to be highly valued, nevertheless the commitment of both unions and employers in industry to stability and growth has been a vital factor. It has restrained inflationary wage claims and preserved the confidence of industry in times of difficulty. In fact, West Germany offers an example of the concentration of public intervention or a highly centralized state apparatus. Indeed, economic policy-making in West Germany has been a far more pluralistic and open process than in this country, being one to which business, banking and labour have had their own access, while an important contribution to public debate has been made by the Council of Economic Advisers, which has established a widely respected reputation for objectivity in its annual reports to all those involved in national economic policy making, including Parliament.

What steps could be taken in Britain to attain a similar result of consensus out of recognized diversity? One historical lesson is that government has been too jealous of their own privileges in the field of economic policy and far too confident of their superior wisdom. A mixed economy can work only on a basis of mutual trust.

There are of course reassuring examples of that. We already have the National Economic Development Council which has over 20 years shown resilience in surviving so many changes of direction in government. But, sad to say, survival is not the only measure of effectiveness. It is still no more than a special kind of government advisory committee, summoned by ministers to let off steam rather than to participate in a genuine search for consensus. It is most unfortunate that the National Economic Development Office has not, at least since the days of the first attempts at planning in the early 1960s, achieved the stature or made the contribution of a German Council of Economic Advisers.

A strong government/industry relationship could develop on three tiers. At the summit level, there is the government's own economic forum, relatively closed and small in the interest of intimacy and negotiability, where it is able to share its thinking with the major powers - CBI, TUC, the City and the vital interstices: national industries' chairmen, major public agencies, an independent or two. The first tier would be a beefed-up NEDC, for which many would be calling. The essential link with government should be preserved by continuing to keep the Prime Minister or the Chancellor in the chair, while the NEDC would continue to be represented through its director-general.

The second tier is in the foothills, where the real industrial slog takes place, and here again we already have the machinery of the NEDC in the form of the 40 or so tripartite committees for particular sectors, industries and problems, some of them inherited from the earlier "Little Neddies" of the 1960s, others from

the sector working parties of the last Labour government's industrial strategy. Here the initiative and the action depend far more on industry itself. A trade union or employers' representative chairs each tripartite committee, and the positive support of the sector concerned is necessary in order to set a committee up. The government needs to have a strategy for industrial development so that the activity of industrialists, both feeding in suggestions and reacting to government initiatives, can be backed by necessary public measures and can be related to a longer-term view of priorities. The specialized work of tripartite committees needs to be made more transparent since it is not intended to replace but to facilitate, market forces. It must not be allowed into a form of protectionist lobbying.

Thirdly, both to reflect the pluralism of industrial interests in a way that the NEDC is unable to do, and to relate the necessarily partial view of industrial policy to a wider perspective, we need a Council of Industry. Here, on the plains, is the third tier of the relationship. The proposal bears much resemblance in its aims to the numerous other suggestions that have been made for an economic and social council or a House of Industry. It is not practicable or compatible with the constitution to add a new Chamber of Parliament or to use the House of Lords as an Industrial Chamber. Rather, I envisage an Act of Parliament giving industry its own representative chamber, empowered to meet at least once a year to decide its own agenda, decide broadly its own rules of procedure and elect its own chairman. This Council of Industry would be a sizeable body - about 200 members nominated by a range of organizations, mainly trade unions and employers' organizations, but not just the TUC and CBI themselves, and with the addition of some other interests and independents (though not so many as to dilute the focus on industry or to "puck" the numbers against the trade union interest).

Such a body would be distinct from the NEDC, but could be serviced by the NEDO, whose independence and resources could thereby be strengthened, and be fed by the work of the tripartite committees on the second tier. It should be invited to comment on draft legislation and other government measures affecting industry, as well as on the government's economic and industrial strategies. But its powers would be no more than advisory: its views would be made available directly to Parliament as well as to ministers, but full ministerial responsibility for economic and industrial policy would remain.

The details it raises of implementation need careful discussion but I suggest that this is a task that the present NEDC could even begin itself, including a review of its own operations, budget and communications with the public. I am sure that in such discussions the view would emerge, which I hold myself, that we should be reluctant to recommend new institutions for their own sake. That said, as the NEDC has recently reported, by comparison with our European counterparts, "the UK does not appear to have any institutional means of according a higher priority and more lasting commitment to industrial objectives". I do not suggest either that a direct government/industry relationship substitute for Parliamentary reform. But it is all too evident, again by comparison with other European democracies, how lacking our existing Parliamentary institutions are in their ability to reflect and comprehend the realities of industry. From my belief in the mixed economy as the essential basis of pluralist democracy I come to see pluralism as itself vital to the success of the mixed economy. If we are to catch up with others in learning from the same connexion, then I suggest that we need a new institutional focus to concentrate our minds, and constitute to be represented through its powers.

The second tier is in the foothills, where the real industrial slog takes place, and here again we already have the machinery of the NEDC in the form of the 40 or so tripartite committees for particular sectors, industries and problems, some of them inherited from the earlier "Little Neddies" of the 1960s, others from

the sector working parties of the last Labour government's industrial strategy. Here the initiative and the action depend far more on industry itself. A trade union or employers' representative chairs each tripartite committee, and the positive support of the sector concerned is necessary in order to set a committee up. The government needs to have a strategy for industrial development so that the activity of industrialists, both feeding in suggestions and reacting to government initiatives, can be backed by necessary public measures and can be related to a longer-term view of priorities. The specialized work of tripartite committees needs to be made more transparent since it is not intended to replace but to facilitate, market forces. It must not be allowed into a form of protectionist lobbying.

Thirdly, both to reflect the pluralism of industrial interests in a way that the NEDC is unable to do, and to relate the necessarily partial view of industrial policy to a wider perspective, we need a Council of Industry. Here, on the plains, is the third tier of the relationship. The proposal bears much resemblance in its aims to the numerous other suggestions that have been made for an economic and social council or a House of Industry. It is not practicable or compatible with the constitution to add a new Chamber of Parliament or to use the House of Lords as an Industrial Chamber. Rather, I envisage an Act of Parliament giving industry its own representative chamber, empowered to meet at least once a year to decide its own agenda, decide broadly its own rules of procedure and elect its own chairman. This Council of Industry would be a sizeable body - about 200 members nominated by a range of organizations, mainly trade unions and employers' organizations, but not just the TUC and CBI themselves, and with the addition of some other interests and independents (though not so many as to dilute the focus on industry or to "puck" the numbers against the trade union interest).

Such a body would be distinct from the NEDC, but could be serviced by the NEDO, whose independence and resources could thereby be strengthened, and be fed by the work of the tripartite committees on the second tier. It should be invited to comment on draft legislation and other government measures affecting industry, as well as on the government's economic and industrial strategies. But its powers would be no more than advisory: its views would be made available directly to Parliament as well as to ministers, but full ministerial responsibility for economic and industrial policy would remain.

The details it raises of implementation need careful discussion but I suggest that this is a task that the present NEDC could even begin itself, including a review of its own operations, budget and communications with the public. I am sure that in such discussions the view would emerge, which I hold myself, that we should be reluctant to recommend new institutions for their own sake. That said, as the NEDC has recently reported, by comparison with our European counterparts, "the UK does not appear to have any institutional means of according a higher priority and more lasting commitment to industrial objectives". I do not suggest either that a direct government/industry relationship substitute for Parliamentary reform. But it is all too evident, again by comparison with other European democracies, how lacking our existing Parliamentary institutions are in their ability to reflect and comprehend the realities of industry. From my belief in the mixed economy as the essential basis of pluralist democracy I come to see pluralism as itself vital to the success of the mixed economy. If we are to catch up with others in learning from the same connexion, then I suggest that we need a new institutional focus to concentrate our minds, and constitute to be represented through its powers.

Sir Peter Parker is chairman of the British Railways Board. This article is a slightly shortened version of a Jubilee Lecture, "A Utopian View of Government and National Industry", delivered at the University of Leicester on May 12.

BOOKS

In the Enlightenment tradition

by R. I. Moore

Society and the Holy in Late Antiquity
by Peter Brown
Faber, £10.50
ISBN 0 571 11686 8

The British Library cataloguing data on its title page calls this collection of lectures and papers on late ancient and early medieval history "Sociology, Christian". The description is a reminder not only of the menace which information science now represents to scholarship but, more seriously, of the growing irrelevance of traditional boundaries between disciplines to the investigation and discussion of the past.

Peter Brown is an historian by training, trade and confession, but he is also one of the leaders among those who in this generation are discarding, without stridency, the conventional constrictions of "subject". As he remarks in acknowledging his debts to the writings of Edward Evans-Pritchard, Max Gluckman, Ernest Gellner and Mary Douglas,

(their) books are now as much part of the English tradition of culture as are Hume, Mill and Newman. To read or to encourage others to read them is nothing as pretentious or as transient as starting up an alliance with another discipline. They are simply part of a common attempt, as cultivated western men, to give back to the alien, whether this is in the present, outside Europe, or in a European past remote from our own present, some of the full status of its humanity.

Those words are from the inaugural lecture, characteristically entitled "History and the Imagination" which Brown (now removed to Berkeley, California) delivered at Royal Holloway College in 1977. Characteristically, because his most distinctive mark as an historian is not so much a range of erudition which few can match, as a vivid, restless, sometimes whimsical imagination which can conjure new worlds of sensation and speculation from the most hackneyed of texts and the most stylized of pictures. Presented in witty and evocative prose it makes very pleasant reading, though it may sometimes happen - and this is little less Brown's habit than Sir Maurice Powicke's - that when thought is at its most subtle and its style at its most fluid the pages may be traversed more rapidly than the argument is absorbed.

Imagination, of course, is the most traditional, if also the rarest, of the historian's arts, and one whose validity in the writings of a Mitford, a Namier or a Marc Bloch depends absolutely on its being controlled by scholarship. Like divine fire it is so dangerous in the wrong hands that many think it safer to eschew it altogether. The resort to stereotypes and platitudes, the reliance on the half-baked common-places which reek of fossilized history and lay down the patina of the obvious which Brown described in his preface to an earlier collection of papers (*Religion and Society in the Age of St. Augustine*, 1972), as "the first and last enemy of the historian (who) needs to draw gratefully on every available skill that will teach him to remove that patina".

These papers represent another decade's chipping at the patina of the obvious which has so thickly encrusted the central preoccupations of all Brown's work, from his magnificent biography of that most self-revealing and inner-directed of public figures, *Augustine of Hippo* (1966) to his account of the rise of *The Cult of the Saints* in the Europe of the fourth, fifth and sixth centuries (1981) - a preoccupation with "the problem of the relations between the inner and the outer life of man". It is directly assailed in the famous paper on "The Rise and Function of the Holy Man in Late Antiquity" which

first appeared in the *Journal of Roman Studies* in 1971, and was immediately imitated by workers in half a dozen other fields.

There, drawing on G. Tchalenko's archaeological reconstruction of the villages of Northern Syria and the insights into the nature and functions of asceticism developed in particular by Mary Douglas in her *Purity and Danger* (1966) and *Natural Symbols* (1970), Brown showed how the pillar saints of the fifth century - Symeon Stylites and his imitators - were cleansed by their spectacular renunciation of worldly needs of all suspicion of corruption by human ties and interests. This enabled them to provide mediation and arbitration in a world which, though made vigorous by new prosperity, was shorn of its customary structures of authority by the withdrawal of the aristocracy to the cities.

This was the source of the immense power which devolved on the holy men, harsh and awesome figures like Jacob of Nisibis. "He cursed laundry girls so that their long tresses floated down the river like autumn leaves. He cursed a Persian judge who had given an unjust judgment so that it boulder exploded beside him. From the toppling walls of Nisibis he cursed the army of the King of Kings himself." Hence also the power of exorcism, in late Roman society "a brutally simple operetta on the theme of violence and authority". The holy men struggled to overcome the demons in possession of those whose affliction embodied the tensions and conflicts that divided their villages in disputes over the boundaries of fields or the control of water supplies.

The power of the holy is pursued through several major papers individually fascinating and together illuminating some of the great themes of early medieval history. In Byzantine society holy men remained immensely potent, peripheral to the structures both of church and state and therefore free to emerge in the intermittent crises that engulfed them. On this view the iconoclastic controversy of the eighth century was not an assault by provincial partisans on metropolitan superstition and aestheticism, but on the contrary an onslaught by emperors determined to renew the grip of the centre at the expense of those to whom local influence had accrued by a process of "formalised self-expression and self-assertion".

In the West, on the other hand, the holy lay not with the living but with the dead. The bishops of Gregory of Tours's Gaul established their authority in a precarious and competitive world by securing the recognition of their predecessors as saints, whose relics thus became the focus of communal identity and the sanction of episcopal authority. The assumption of leadership in the former western empire by the Roman church was a less effortless and more exciting business than we usually think.

In his discussion of holy power Peter Brown is continually concerned, as he put it in his Stenton Lecture on "Relics and Social Status in the Age of Gregory of Tours", with "the alien cunning of small face-to-face societies in a distant past". When villagers in Lebanon needed to secure a favourable deal with the tax collector of an Egypt to get the terms of land tenure changed to their advantage, there was a place for a patron, someone with no axe of his own to grind and yet enough knowledge of the world (however unscientific) to move it in favour of his followers. In the West the death of a bishop might mark the end, but the beginning of "long and tedious hagiographical manoeuvres" to get his sanctity acknowledged to the benefit of his successors. In these unremitting struggles for repute and advantage, which Brown describes with a keen eye and ready sympathy for the anxieties and tenacities of rural life, a world is before us which

is remote from - may indeed have very little connexion with - that of literate culture and political structures.

In the West it became a world without the state. The disappearance of public, avowedly impersonal authority left the supernatural as arbiter, often in the hands not of the bishops but of the community itself, until the process which brought it about began to be reversed in the twelfth century. The last paper in this collection, "Society and the Supernatural: a medieval change" (immensely influential in the short time since its first appearance in 1975) presents the disappearance of trial by ordeal not so much as a triumph of reason over superstition, but as a replacement of judicial processes based on collective negotiation and compromise rooted in the community, by the reimposition of the codes of an impersonal judicial system by the holders of secular and ecclesiastical power. As William Rufus said when a jury of Anglo-Saxon thegns declared that the hands of one of their countrymen whom he had accused of poaching had emerged from the ordeal of the hot iron in better condition than they had been before, "I God a just judge? Damn who ever thinks he will answer for this by my just judgment and not by God's, which can be folded this way and that as anyone wants it."

Innocent III, like many another notable jurist, agreed with him, and effectively brought the ordeal to an end by forbidding priests to perform the rituals which were its necessary preliminaries. In this foray into the high Middle Ages Brown lights up with characteristic penetration one way in which the deep changes in the tides of European society at that time were the counterpart of those of his home ground in late antiquity: like Michael Clanchy's *From Memory to Written Record* (1979) and Alexander Murray's *Reason and Society in the Middle Ages* (1978) he shows how currents which then had ebbed began to flow again, in terms much more subtle than the rebirths and revivals of which we talked so glibly only a decade or so ago.

In the world of which Brown writes, his *World of Late Antiquity* (1971), spanning the period between about the third and the eighth centuries AD, the history of the relations between the inner and the outer life of man dissolves into two of the great themes of traditional historical writing, the problem of the relation between the decline of the ancient world and the rise of Christianity, and the nature of the division of the Roman world and the Christian church between East and West. There is only one place to start that discussion. Gibbon not only looms large in the inaugural lecture already mentioned, but is the subject of the next two papers. Together they provide a sustained and intensely sympathetic examination, and one which, in relating Gibbon very firmly to Brown's intellectual concerns, makes a powerful case for venerating him not only as the master of English prose, and the supreme architect of historical narrative, but as a profound and original historical thinker.

It may seem typically Brownian paradox, or even perversity, to describe Gibbon (of all people) as a "sociologist of empire". The phrase is coined to contrast the vast range of his learning and the majestic clarity of his vision with the intellectual complexity and Eurocentricness of his nineteenth-century successors, even including his great editor J. B. Bury. In Gibbon we are dealing with a historian who reads with certainty and clear eyes on any ground where any empire has risen and declined in the Eurasian landmass. The task which he sets us, therefore, is to analyse not his accounts of particular moments and episodes, but the firm constellation of lights on culture and society in general that enabled Gibbon to write about it as he did.



St Symeon Stylites squatting on his pillar, as depicted on a gold plaque from a sixth-century reliquary. The picture is taken from Peter Brown's *The World of Late Antiquity* AD 150-750 (Thames and Hudson, £2.95).

And here Brown's Gibbon (or Gibbon's Brown?) steps forward with two majestic judgments which are quoted at several points in this book. "If it is possible to measure the interval between the philosophical writings of Cicero and the sacred legend of Theodoret [biographer of the pillar saint], between the character of Cato and that of Symeon [Stylites], we may approach the revolution which was accomplished in the Roman empire within a period of five hundred years." So when in more than one of the reviews reprinted here Brown rebukes those who write of the fourth century as though it were a new epoch, ignoring the myriad of slow transformations which were the work of preceding centuries, he feels the shade of Gibbon nod approvingly behind him. What is more, it is a Gibbon in whom he can detect, and display, a meticulous and imaginative concern with just those questions which occupy Brown himself, revealing behind the threadbare stereotypes of "anticlericalism" and "contempt for religion" an anxious regard for the informal bonds and customs, the restraints on mutual brutality, which form the cohesive tissues of society.

If that reveals in Gibbon a greater sensitivity than some readers had suspected his firm common sense is more familiar. "The distinction of North and South is real and intelligible. . . But the difference between East and West is arbitrary, and shifts round the globe." That reflection introduces a richly differentiated discussion of the "Parting of the Ways" between eastern and western Christendom, and recalls the insistence in Brown's work on the coherence of Mediterranean culture, the recollection that the Mediterranean had lived around the Mediterranean sea, rather than in communion with each other, east or west, than they had with those of their respective interiors.

In this perspective it is less incongruous to see Gibbon as a proto-Annalist: historian, for it links him with not only Braudel, but the other great historian to whom Brown devotes a paper here, Henri Pirenne, in many ways the intellectual progenitor of the *Annales* school. In maintaining that it was not the Germanic invasions of the "Roman Empire" in the fifth and sixth centuries which destroyed the ancient world, but the Arab invasions of the seventh century, Gibbon destroyed the cultural and commercial unity of the

Mediterranean upon which classical civilization was founded. Pirenne set the whole argument about the decline of the Roman Empire and the destinies of its component parts in a new and wider frame.

Much of the detail of Pirenne's argument has been demolished, but his frame remains, and Peter Brown is one of its most grateful borrowers, his work increasingly drawn, beyond the great themes which we have touched on here, towards the equally delicate and intriguing problems of rupture and continuity posed by the decline of Sasanian Persia and the rise of Islam. What he finds in Gibbon and Pirenne is not only vast erudition and breadth of vision, but a sense of the slowness of change and the complex interrelatedness of things which makes nonsense of the parcelling of historical discussion into "fields" bounded by narrow and arbitrary delimitations of time and subject matter.

To accept those limitations is to settle for platitudes and incomprehension, but few modern history libraries . . . have yet flanked their collections of historical sources with those shelves upon shelves of works on human geography, of travellers' accounts, of ethnographic monographs on distant tribes and regions which Gibbon mobilized in the footnotes that support the deceptively untroubled flow of his narrative.

In ignoring accepted boundaries Brown is not only very modern, but very traditional. The tradition in which he places himself - resembling in this Arnaldo Momigliano, whose influence is warmly acknowledged in these pages - is that of the European enlightenment. It is not a flagrant inheritance: David Hume, for instance, is given much of the responsibility for the universally accepted dichotomy between "popular" religion and the religion of the cultivated which Brown has increasingly repudiated. But it maintained a breadth of vision denied by the notion of the autonomous "subject" - which, like the nation state that gave it birth, was a product of the nineteenth century, now fading into oblivion. Perhaps the catalogue had a point after all.

R. I. Moore teaches history at the University of Sheffield. His books include "The Origins of European Disunity".

BOOKS

'The letter killeth'

Thomas Hardy and Women: sexual ideology and narrative form
by Penny Boumelha
Harvester Press, £18.95
ISBN 0 7108 0018 5
The Neglected Hardy: Thomas Hardy's lesser novels
by Richard H. Taylor
Macmillan, £17.50
ISBN 0 333 31051 9

Penny Boumelha ends her arresting and intelligent study of Hardy by suggesting that *Jude the Obscure* challenged not merely the norms of "contemporary reformist feminism" but also "the powerful ideology of realism as a literary mode". As she notes, "the letter killeth" in more than just the moral sense. Her study has led us to this point by way of a dense and various argument and she presents us not with a narrow definition of sexual ideology but with a flexible and carefully established one. It is a definition which also takes account of the distortions presented by both nineteenth and twentieth-century stereotypes.

Dr Boumelha's seven chapters offer both a well-assimilated background to her subject and a close and often original reading of four of Hardy's novels (*The Return of the Native*, *The Woodlanders*, *Tess of the d'Urbervilles* and *Jude*). She sees the early novels each as "a kind of corrective or reaction against its predecessor", correcting and reacting against patterns established by the artist for himself and for his audience. In her fourth chapter, however, she usefully breaks away from her close reading in order to demonstrate the context of the later fiction, a context which was partially provided by the twin phenomena of the "new" novel and the "new" woman.

This chapter is carefully argued and is especially well-informed; it both discriminates and opens the way for fresh critical judgment.

Thomas Hardy and Women is equally stimulating in its treatment of Hardy's last two novels. Dr Boumelha emphasizes the importance of point of view in *Tess of the d'Urbervilles* and suggests it is significant that we are not sure of the sex of the narrator - what she terms "narrative androgyny" (a debatable idea but a valuable one none the less). The final chapter, on *Jude the Obscure*, is impressive. Sue Bridehead, it is suggested, belongs "not to feminism as such, but to the literary tradition of the New Woman". This "New Woman" was "almost a cliché by 1896". In Hardy's hands, however, the cliché becomes a challenge, and it is in analysing such challenges that Dr Boumelha is at her most perceptive. This book is an important addition to the study of Hardy and offers a determinedly feminist reading of a high order.

Richard H. Taylor's *The Neglected Hardy* is by contrast a somewhat conventional book. It rehearses a good deal of familiar biographical material, offers sound but often stolid readings of seven novels, and, ultimately, suggests that it is unsure of its critical direction. Is it, one wonders, attempting to discriminate between the supposedly "lesser" Hardy and the "greater"? Or is it, more certainly, trying to persuade us that certain of Hardy's consistently artful dilemmas expressed in the awkward title of this book never seems to me to be resolved.

Dr Taylor's book is often interesting and it is always tolerant, but its half-mindedness too often serves to nullify the supposed neglect of the lesser novels. This is especially true in his discussion of *The Trumpet Major* - not a novel, incidentally, which has been particularly neglected or underrated of late. Hardy himself did not help the novel's reputation by including it among the odd category of "romances and fantasies" rather than with the novels of "character and environment". Dr Taylor initially seems to be affirming that the tale

was written "as popular entertainment calculated to satisfy the undemanding standards of the general late Victorian reader of fiction" and he then goes on to diminish further its stature by referring to it as "a novel of moderation" and as "a pastoral story set in the Napoleonic Era". He never seems to want to examine its historical pretensions or the interweaving of often violent public and private themes in the story. Nevertheless, by half way through his chapter Dr Taylor insists that it is impossible to accept *The Trumpet Major* as "the innocuous idyll which it is usually taken to be". It may well be true that "no clear picture of the author of his vision is projected", but very little in Dr Taylor's discussion persuades me either that it is true of the such an absence should be seen as a defect.

One ends *The Neglected Hardy* wondering whether if Hardy had died after the publication of *A Laodicean* (as the novelist himself would be likely) we would now be tidying his novels into the categories of "lesser" and "greater" or simply reading him straight and discriminating only within each novel. One might admire Dr Taylor's enterprise in looking at neglected novels but one may wonder still at what may be considered to render them "lesser".

Andrew Sanders

Andrew Sanders is lecturer in English at Birkbeck College, London.

Arrogant and modest

A Mangled Yarn: the life of R. P. Blackmur
by Russell Fraser
Harcourt Brace Jovanovich, £11.95
ISBN 0 15 160138 0

Richard Blackmur, who died in 1965, is not an easy subject for a biographer. He was a man who led a strangely private inner life and whose lifelong literary ambitions were bound up with kinds of searching and questioning which resulted in highly idiosyncratic and sometimes impenetrable writing. He wrote some remarkably perceptive criticism and a handful of good poems. Whether he was, as his biographer claims, "our best American critic, a good poet and a great man" is arguable. An original and illuminating critic at his best, certainly; a good poet on a few occasions; a great man perhaps in some ways, but I would rather say (for I knew him from about 1940 until the end of his life) an original, striving, odd, self-taught, questioning and wholly engaging man.

Blackmur bore the stigmata of the autodidact; a fussy for knowing things, a capacity for acquiring, storing and using an unexpected amount of information and language, a tendency to get some straightforward technical matters wrong. He prided himself in later life on being a linguist, but his Latin was innocent of grammatical understanding and his Italian, which in his last years he paraded with positive glee, was awful (he thought that *solito* meant "solitary"). His conversation could be marvellous. When his critical writing took off - which was when his technical awareness of the way language works in literature was at its intuitive insight into form - it was brilliant; when it did not, it could be laborious and opaque.

In 1962, when he was in England, I invited him to talk to the students at the recently-founded University of Sussex with which I was then much involved. He elected to give a lecture on "T. S. Eliot and Civic Virtue" which his audience, with the best will in the world, found largely unintelligible. The same is true of his Sunday lectures at Cambridge when he was Professor there. There is something awful about Blackmur's impenetrability. Professor Fraser's account of the reactions of his British audience, as set forth in his American fully examine the reasons. American students then don't expect to understand distinguished lecturers, and they applaud wildly after a lecture which has the air of being pro-



Alec d'Urberville forces strawberries onto Tess in an 1891 illustration from "The Graphic". Taken from illustration and the Novels of Thomas Hardy, by A. M. Jackson (Macmillan, £15.00).

found even though nobody has followed a word of it. British audiences are different.

Professor Fraser's biography is a most interesting attempt to weave the story of Blackmur's life with the story of his thought and his literary achievement. It is done with style, sometimes with almost a parodying of the master's obscure aphoristic method of discourse. He tries to weave Blackmur's ideas into his own way of talking about them and occasionally the reader is lost in a sequence of clever sparks of sentences that scatter midway between Blackmur and Fraser. But the tragic pattern of Blackmur's life - for in many ways it could be called tragic - his early involvement with life on the Maine coast, his failed marriage, his relationship with a suspicious Princeton, his curious relationship with the Rockefeller Foundation and the world of financial power and endowment, come across very well.

Blackmur made it in the end. The autodidact without any university degree became a full professor at Princeton, an apostle of American culture abroad, a great and seminal figure in the "New Criticism". He both accepted this as his due and was surprised at it. He was both arrogant and modest. Above all he was a good man, a good friend, someone who could really lose himself in intense intellectual discussion. He also had humour, sometimes of a wry variety, and a good way with animals (he was excellent with his dog, to whom he sent his respects later in a message from a third party). Above all, he was unique, and one virtue of this biography is that it makes this very clear. There was nobody really like him.

Professor Fraser says that "his vacant professorship at Princeton went unfilled, not because he was irreplaceable but because they saw no need to replace him." This is not altogether true, as I know because I myself was honoured and flattered by being invited to replace him; but I had to turn the offer down because I was too much involved at the time with helping to build up the University of Sussex. How hard they tried after that to fill his place at Princeton I don't know, but they certainly didn't give up at once. In fact, however, Dick Blackmur was in no way irreplaceable, as this biography demonstrates perhaps better than the author realizes. It is a biography totally penetrated by its subject's mind and fate, and if that sometimes makes for impenetrability it is a paradox that Dick would have relished.

David Datches

David Datches's latest publication is "Literature and Gentility in Scotland".

Secret truths

Fiction and Repetition: seven English novels
by J. Hillis Miller
Blackwell, £12.50
ISBN 0 631 13032 2

Professor Miller's new book is as interesting for the light it casts on current literary criticism as it is for the individual studies it contains. "Seven English novels", runs the subtitle modestly, but it would be an innocent reader who thought the going would be that easy. The sound of deconstruction is in the air.

Introducing his book, Hillis Miller distinguishes between two kinds of repetition. The first derives from the Platonic notion of a world grounded in a solid archetypal model, which remains unchanged by the repetition of itself in individual objects. Related to that kind of repetition is an aesthetic which regards art as mimetic, proclaims the truth of correspondence, and attaches high value to realism. The second kind of thinking about repetition derives from Nietzsche and in Miller's words "posits a world based on difference". Each thing is "unique, intrinsically different from every other thing." Because there is no original model behind such a view, there can be no such things as "copies", but only "phantasms". Miller neatly uses a quotation from Hardy's *The Well-Beloved* to distinguish between the two kinds of repetition. "To discern, or to fancy the discerned". With these distinctions made, he embarks on detailed readings of seven novels, *Lord Jim*, *Wuthering Heights*, *Henry Esmond*, *Tess*, *The Well-Beloved*, *Mrs Dalloway*, *Beneath the Veil*.

The essay on *Wuthering Heights* is exemplary; it shows both Miller's strengths as a literary critic and also the weakness of the methodology he seeks to employ. It is hard now to find sharp and original things to say about Emily Brontë's novel; it has been said so many times that it is a dead point of view. But Miller does succeed in drawing attention to very interesting details of the novel, and like all good critics, he points out a number of passages which have previously been overlooked. But these observations exist in spite of, rather than because of the argument Miller pursues in the chapter, an argument which is a variation of that which runs through, and joins, all seven studies.

Ian Gregor
Ian Gregor is professor of English at the University of Kent.

HUTCHINSON are proud to announce on the 80th birthday of Sir Karl Popper, CH



the publication of THE OPEN UNIVERSE An Argument for Indeterminism £15.00 cased 09 146180 4

and QUANTUM THEORY AND THE SCHISM IN PHYSICS £15.00 cased 09 146170 7

from the Postscript to the Logic of Scientific Discovery as edited by W. W. Bartley, III

(The remaining volume REALISM AND THE AIM OF SCIENCE will be published in 1983)

Hutchinson Publishing Group Ltd, 17 Conway Street, London W1P 6JD

BOOKS

Islamic learning

The Rise of Colleges: Institutions of Learning in Islam and the West by George Makdisi
Edinburgh University Press, £20.00
ISBN 0 85224 375 8

The social order and the state exist so that the Muslim may conduct his life according to the precepts of the faith and the principles and rules of the sacred religious law. If the state in Islam exists for the promotion and defence of the religion — the word of God — learning is also a process by which the believer can get closer to God. Little wonder then that the greatest cultural achievement of Islam has been the religious law; in fact, it is at the heart of Islamic culture. Institutions of learning arose and developed for the purpose of teaching, expounding and discussing the basis, principles and tenets of that law. Or as Professor Makdisi puts it,

Islam is, first and foremost, a democracy. The highest expression of its genius is to be found in the law; and its law is the source of legitimacy for other expressions of its genius.

In this culmination of his earlier writings on colleges and other institutions of learning in Islam, Makdisi, one of the leading scholars of medieval Islam, combines a concise explanation of the crystallization of the schools of Islamic law with the interplay of law and traditionalism ("legal traditionalism") as a prelude to his detailed discussion of the rise of mosque institutions (*madrasas*) and colleges (*madrasas*). His main argument is that the triumph of traditionalism, following the failure of rationalism, determined the direction taken by the institutions of learning in medieval Islam.

Tracing the evolution and development of religious and legal studies in Islam, Makdisi emphasizes the importance of the *waqf*, the institution of religious endowments and charitable trusts. In a detailed exposition of the law of *waqf*, he shows how early religious endowments were considered socially desirable and highly meritorious philanthropic acts by men of influence and power. By endowing ordinary mosques (*masjids*) they were providing not only a place of prayer but also the earliest institutions of learning, in which circles of students led by teachers studied the religious sciences. It was from these that the famous *madrasas* (*madrasas*) evolved until, by the middle of the eleventh century, the great Seljuk *wazir* Nizam al Mulk established a vast network of colleges in the eastern caliphate, headed by the illustrious *Nizamiyah* College in Baghdad. But these colleges were exclusively for the study of religious law. The important point is that both institutions of learning were based exclusively on charitable trust, or *waqf*. Makdisi highlights painstakingly the several legal, organizational and pedagogical differences between these two institutions, but concludes that they both "came into existence after the institutionalization of charity for purposes of education by the law of *waqf*".

The picture of medieval Islamic education that emerges is one of a free system based on endowment which had the quality of perpetuity and independence from the ruling power. The complete freedom of choice for the founder of a *waqf* had the force of law. The only limitations upon it were that the terms of the endowment could not contravene the tenets of Islam, and once the *waqf* had been created the founder could not change its terms. Student entry to the colleges was unrestricted, except in terms of the school of law, or *rite*, they belonged to. The wider social welfare purposes of the endowment (financial support of teachers and students, for example), were regulated both by its terms and original provisions as well as by legal opinion, and Makdisi considers in some detail the vast variety of these conditions and provisions.

Although the author's meticulously detailed presentation of the division of the fields of knowledge, organization of learning, the scholastic community of professors and students and various other posts and functions is invaluable in reconstructing a complete picture of the institutions of learning in medieval Islam, it is his consideration of the methodology of learning which is significant for any assessment of its influence on western education. Commentary, dialectic, debate and disputation used in the study of Islamic law became the basis and hallmark of scholasticism, the scholastic method, which came to characterize the earliest universities in Europe. At the same time, the notion of companionship or fellowship, beginning with the companions of the Prophet, promoted the peculiarly medieval Islamic perception of education as very personal in its relation between master and disciple. Similarly, the permission or licence to teach was not a dispensation in the hands of the ruling power or state authority, but in those of the masters, the jurists and professors. In other words, the granting authority was religious.

The development and wide use of the scholastic method assumed a major component of classical sciences, including logic and philosophy. That is, the rejection of Greek philosophy and science — rationalism did not prevent the retention of its dialectical and disputational methods. What it did though was to suppress all speculation, especially in metaphysics, since for the Muslim traditionalists God was the source of both reason and revelation, or faith and speculation. This, in turn, strengthened the exclusive concentration of medieval Islamic education, especially in the colleges, on legal and religious studies, and the comparable disastrous decline of the literary arts. It also allowed the final determination of what was correct religious doctrine, by way of correct and acceptable thinking, by the consensus of the doctors of the religious law, or the community of *ulema* and jurists.

The fact remains that, for a long time, education in medieval Islam was free and independent of the ruler's or state's control, primarily because it was privately endowed by individuals, including sultans and caliphs among them, in charitable trusts. It was its narrow focus on religious and legal sciences and its rigid personalistic and formalistic features (for example, learning by rote from set texts and sets of questions and answers) and the prohibition of more speculative pursuits which contributed to its subsequent greater control by those in power until it was finally, by-passed and left to wither by the introduction of a state educational system. Makdisi, however, argues, cogently and convincingly that, in contrast to the rise and success of universities in the West (England and France, for example) it was the absence of the idea of an abstract corporate legal personality in Islam which undermined the colleges. Colleges in England especially survived because, although initially endowed as charitable trusts, they became corporations of fellows. To this extent, while the colleges were endowed colleges in Islam, the idea of a university as a corporation was foreign to it.

Yet Makdisi shows the great influence exerted by Islamic methods and concepts of education on the earliest colleges and universities in Italy, France and England, ranging from the *studia* (Paris and Oxford) to law (Bologna) and medicine (Salerno). Whereas his detailed discussion of the system of education in medieval Islam as such constitutes a major contribution to specialist Islamic studies, his masterly comparative study of it in terms of Islam and the West should interest a wider reading public in assessing the influence of that system on western education. It provided the scholastic method as the essential element in the university movement in the West, which the Muslims had developed as a "middle road" between the extremist, antagonistic forces of traditionalism and rationalism. It was neither a product of philosophy nor of rationalist theology. It was a product of legal studies. The *Silqiyah* of St Thomas Aquinas is very much in that genre.

One could disagree with Makdisi's criticism of G. E. von Grunebaum's



High Cross House, Dartington, designed by William Lescage, 1932.

assertion that although Islamic civilization "contributed a good deal of detail and acted as a catalyst... it did not influence the fundamental structure of the West." Makdisi himself believes the victory of traditionalist education in Islam was made permanent by the law of *waqf*, an institution, he further asserts, that was static in nature; and that the scholastic method of disputation and inquiry kept education dynamic, but only temporarily, until the ruling power bureaucratized the teachers of religion and doctors of the law to such a degree and extent that it could interfere with free inquiry. What Professor von Grunebaum had in mind is the vital significance of humanism and the Renaissance, rationalism, the release of the individual from the constraints of traditionalism and his move from the exclusive study of religious and legal sciences to new areas of inquiry. It is this experience and later developments in European thought and education which influenced the fundamental structure of the West, an experience, one dare say, not paralleled in Islam, even when it experienced a revival of the literary arts in the nineteenth century. But then, in any case, the control of education and scholarly inquiry by the ruling power of the state was well advanced, and for a variety of objective and other reasons, privately endowed, free and independent education among Muslims was not forthcoming, or at least had become rare.

P. J. Vatikiotis
P. J. Vatikiotis is professor of political studies at the School of Oriental and African Studies, University of London.

Liberating mankind?

The Elmhursts of Dartington: the evolution of an utopian community by Michael Young
Routledge & Kegan Paul, £15.00
ISBN 0 7100 9051 2

The "utopian community" of this book's title is Dartington, which Leonard and Dorothy Elmhurst established on the basis of Dorothy's vision of

A place where education could be continuously carried on, and where the arts could become an integral part of the life of the whole place. We believed that not only should we provide for the material well-being of our people here but for their cultural and social needs as well. And in our dream of the good life we counted on the human values of kindness and friendship to bind the community together. We hoped that in this way a certain quality of life and human relationships would

emerge, relatively free from fear and competition.

Rural industry, farming and forestry were to be combined with education. Today, the Dartington Hall Trust employs 850 people, embracing not only the well-known school and college of art, but a textile mill, a glass factory, furniture and joinery works, farms and woodlands.

Dorothy Elmhurst had both high ideals and a great deal of money. The cynic would say that only the rich could afford high ideals, indeed some did call them the Elmhursts; but a more sympathetic view would be that very few rich people choose to spend their money in a way which has brought so much benefit to other people. Anyone who visits Dartington today will find a very practical utopia; the school which began in 1926 with six pupils has become one of the most significant educational experiments in Britain in the last sixty years.

Michael Young, the author of this study, is himself a product of the school and is now a member of its governing body. His story of the founders and their creation occasionally verges on hagiography, but then pulls back. For example, in describing all the founders' undeniable qualities he does admit that they sometimes enjoyed the act of patronage a little too much. Again, in describing the school, he admits that the caricature image of it at the outset was of "naked bodies and cabbage juice". One of its most distinguished headmasters, W. B. Curry, instituted shared lavatories and the first few occasions, diminishes rather than increases sexual interest. Young comments wryly: "I, among others, did not find it so."

However, we must be thankful for the naive idealism of the founders trying to put into practice the following beliefs:

Mankind can be liberated through education.

A new flowering of the arts can transform a society impoverished by industrialization and secularization.

A society which combines the best of town and country combines the best of both worlds.

A pervasive concern for the individual human being and his right to self-determination can be combined with the efficient operation of agriculture and industry.

The scientific spirit can be a continuous spur to progress.

It is perhaps the first two beliefs which have over the years made Dartington the pilgrimage centre for many educators and artists.

The educational impulse was largely a reaction by Leonard Elmhurst to his own experience at Repton. Indeed, he wrote that "new and experimental schools are generally started by people who have been miserable at school themselves". Hence the Dartington freedom from corporal punishment, uniforms, compulsory games and religion. Doubtless at Dartington the pendulum swung a bit far in the libertarian direction, but it was certainly the

right direction. And the lessons of Dartington have still to be learned in some quarters, not least the state school which recently refused to let a girl sit an O level examination because she came wearing the "wrong" coloured shoes.

Under the influence of Rousseau and Dewey, the founders based their school on the principle "that education be conceived of as life and not merely as a preparation for life". Although Michael Young was not apparently an enthusiast for the rich arts life of school, his school days were obviously both enjoyable and an effective preparation for a distinguished career in scholarship, together with social and educational activity.

The arts life of the school was based on Coleridge's dictum that "deep thinking is only attainable by a man of deep feeling"; deep feelings were certainly well nourished at Dartington and still are, as I have seen myself within the past year, when the end-of-year celebrations took the form of a festival of music, dance, drama and visual arts. How many schools have had in extended residence a world-famous ballet company (Ballets Joze)? Or had Ingemar Holst to stimulate musical activity? Or had Bernard Leach to advise on pottery?

The school was attacked for irreligion, though the author shows that Dorothy Elmhurst continued to search for religious experience throughout life; her husband, who was the son of a Yorkshire clergyman, has no such longings. For both of them, in practice, the arts largely occupied the place of religion. Dorothy describes the function of art with discerning simplicity: "I see it as a process of discovery; discovery about ourselves and about life."

A community which gave its members, senior and junior, so many opportunities for this double discovery, deserves to be celebrated and understood; Michael Young's book is certainly a well-researched account. Indeed, he perhaps overloads the book with the fruits of his researches; it could with advantage have been shortened. It would then attract more readers and more easily retain their interest throughout. Nevertheless, it provides invaluable insights into the faith and works of two remarkable people and deserves to be studied by all who care about education, the arts and the quality of life.

Sadly, Michael Young comments that "The Elmhursts, along with everybody else, would be less hopeful if they were starting again". Elsewhere in the book is a reference to the haunting children's jingle:

The wind, the wind, the wind blows high
The snow is falling from the sky
Malsie Drummond says she'll die
For want of the Golden City.
The Elmhursts glimpsed the Golden City; without a similar vision, constantly renewed, the arts and education will languish.

Roy Shaw
Sir Roy Shaw is Secretary-General of the Arts Council of Great Britain.

BOOKS

Which socks to pull up

Productivity and Industrial Structure: a statistical study of manufacturing industry in Britain, Germany and the United States by S. J. Prais
Cambridge University Press, £20.00
ISBN 0 521 24189 8

It is by now commonplace to observe that the British economy has been in relative decline for the best part of a century, that this decline has, in recent decades, quickened and that what was once a relative decline is showing every sign of becoming absolute. Why hasn't the British economy demonstrated a capacity to expand at the rate of, say, those of the United States or Germany? German manufacture, for instance, had by the late thirties more or less equalled, in output per employee, the British economy, and after War had once again caught up by the late fifties; by 1978 manufacturing output per employee was 33 per cent ahead of Britain. American manufacturing productivity has, for many decades, remained at about three times that of Britain, but the gap between the US and Germany is significantly less and is narrowing.

The unvarnished truth is that despite the fact that we pretty much invented the whole idea of manufacture we are rather bad at it — at least by the best contemporary standards. It is generally accepted — especially by us — that we are quite an inventive lot, so why should we find it so difficult to devise a way of bringing machines and people together for productive purposes? What do we do wrong? Or what is it that others do which we do not, what is the nature of the British malaise and if on present practices it looks like being terminal, can we find a cure?

In a volume which provides a meticulous analysis of British, German and United States manufacturing performance, both in general and in detail, for 10 selected industries, S. J. Prais explores a number of factors which can plausibly be argued as contributing to Britain's parlous industrial performance.

Productive efficiency must always be a matter of striking a balance between the various economies and diseconomies associated with the scale of operations. By examining strike statistics Prais is able to show that in all three countries the larger plants are more strike-prone than smaller ones but that in Britain the incidence of strikes increases with plant size much more rapidly than in either Germany or the United States. When one recalls that the size distribution of British firms is also considerably skewed to the large end of things then a clear comparative disadvantage for Britain emerges. The greater frequency of short unofficial strikes in Britain also probably exacerbates things and points in the same direction. As Prais puts it, "the attainment of more orderly industrial relations in the very largest manufacturing plants requires a consensus that as yet seems beyond Britain's capacity".

He accordingly finds fault with the "voluntary approach" to industrial relations which gained the imprimatur of the majority of the members of the Donovan Commission, as such an approach has in Britain "made large-scale production uncompetitive".

The solution he offers is either the reorganisation of industries that typically require only medium-size plants, or, tentatively, legislation which permits parties to enter into binding agreements. The latter seems to me over-sanguine unless at the same time there is a fundamental reconstructing of the rights and obligations of, on the one hand, capital and on the other, labour as part of the deal. Legal restraint can in the final analysis only prove effective in industrial relations if it is on

balance seen to be in the interests of the parties involved to enter into agreements. The pressing need is to search for arrangements where this is at least more likely to be the case than it is at the moment.

The second factor which Prais explores is the incidence of, rather than in Britain's case the lack of, technical training. He concludes that Britain has a relative weakness in skill-intensive industries at all levels of the management hierarchy. Some comparative figures are revealing: of those aged between 16 and 19, in Britain only 40 per cent undergo some form of further education, whereas the figure for Germany is nearer 90 per cent. The problem seems to be that Britain is still training manpower in a manner appropriate to the "pre-automation" period of industrial development whereas our major competitors have entered, or are entering, the "automation period". Although the "skill gap" has been a recognized feature of the British economy for many decades, successive administrations have failed to bring forward policies which would significantly close it. One cannot but lament the latest episode in this unhappy saga, the UGC cuts — particularly the way they are disproportionately directed at the technical universities. Perhaps we will never learn, but if we don't the outlook is bleak. As Prais urges, the results of decades during which the workforce from top-management down has been under-trained is not something which is going to be rectified in a year or two, even if the political will is found to improve the quality and quantity of our training.

The third factor is capital supply and utilization; here Prais concludes (echoing the Wilson Committee) that his studies (with the possible exception of small-scale enterprises) have not brought to light any important inadequacies in the supply of capital

in Britain. He caustically notes that when and where capital has been made available on favourable terms "the consequences have been little short of disastrous". It is difficult to draw any firm conclusions from comparative figures on capital utilization; the output per unit of capital employed and capital/labour ratio are, on the average, greatest in Germany, followed by the US, with Britain trailing behind. So Britain, compared with her competitors, has not only less capital in use for each employee but each employee uses what capital he/she has less effectively. Whether this is because of poor management or because of over-manning consequent upon restrictive practice is difficult to say. Prais is inclined to the view that it is both, once again drawing our attention to differences in training.

The picture which emerges in this closely argued book is a depressing one; for me it points to very deep attitudinal and cultural factors at the root of our malaise which are not going to be changed without some socioeconomic reorientation of our things that fall beyond the province of the professional economist, and we can excuse Prais for only being at them. What he does say is that if Britain is to maintain its economic position in competition with the rest of an advancing world, the greatest priority must be attached to the improvement of the technical calibre of its workforce and of the social and legal system which governs the way its members work together.

I wonder, do Sir Keith and Mr Tebbit read *THESES*?

Peter Abell
Peter Abell is professor of sociology at the University of Surrey.

Ideal types

Max Weber
by Frank Parkin
Tavistock, £5.50 and £2.95
ISBN 0 85312 393 4 and 409 4

In Search of the Spirit of Capitalism: an essay on Max Weber's Protestant ethic thesis
by Gordon Marshall
Hutchinson, £12.00 and £4.95
ISBN 0 09 145650 9 and 14651 7

Frank Parkin has a deserved reputation as a cheerful (indeed sometimes cheeky) defender of a broadly-based Weberianism. He has not hesitated to extend and modify conceptions drawn from the great man. Here, in a spirited little text (less than 100 pages) it is simply the best straight-forward introduction to Max Weber's ideas. To my mind, it is much to be preferred to Donald MacRae's book in the Fontana Modern Masters series.

Parkin does not dwell long on Weber's troubled life but takes us briskly through his methods and procedures, his important work on beliefs and social action (that is, the Protestant ethic thesis to which I shall return later), the political sociology of domination and legitimation, and finally on class status and party. In four short, perceptive chapters Parkin's sure grasp never lets him down. He can be recommended unreservedly.

Gordon Marshall's *In Search of the Spirit of Capitalism* is modestly subtitled "an essay on Max Weber's Protestant ethic thesis". It is an intellectual feast, written with a quiet elegance that is at once reassuring and completely convincing. Marshall has undoubtedly proved that it was indeed worth writing another piece on Weber's famous thesis, and we are greatly in his debt for the width of his scholarship and clarity of his argument. Parkin refers to Marshall's earlier book, *Presbyteries and Profits* as having presented "one of the best cases likely to be made in defence of the Protestant ethic thesis". In that book Marshall worries away at the question which did not have a better start. In brief, Marshall argued that while

the spirit certainly was present the supporting structural conditions were lacking. Parkin is not convinced. In his new book though Marshall displays the whole argument with such force that even as thorough-going sceptics as Parkin would be hard put to resist.

Marshall believes that not everything has been said — he wants to reopen the discussion and to progress beyond the entrenched positions of both the historians and the sociologists. The central question he poses is "does ascetic Protestant theology have the practical consequences for everyday (including economic) conduct that Weber suggests?" Marshall is extremely careful about the structure of his own and of Weber's argument with regard to such things as the precise nature of Weber's thesis, the ambiguity of his ontological status, the lack of real empirical evidence supporting it (in Weber's texts) and most importantly, the chronological specificity of Weber's argument.

Marshall takes us through the arguments both for and against the thesis, and concludes firmly that very few commentators on Weber have come near to matching the quality of his work. As Marshall puts it, Weber "presents a thesis that is sociologically sophisticated, historically specific and — within the practical limitations imposed by extant data — open to empirical discussion". Marshall puts Weber's purposes in one sentence: he attempts to deal theoretically, historically and empirically with the complex relationships between social structures and processes, on one hand, and on the other, the actors who confront, interpret and may transform specific social and historical realities. As Marshall shows, his critics often use inadmissible data in the wrong times and places against a crude version of his thesis. Neither sociology nor historians come out of all this very well — the former do not face up to the real empirical shortcomings of Weber's thesis, but the latter exhibit an aggressive and uninformed empiricism.

Marshall's book is, and should be appreciated and used as, a brilliant exemplar of sociology as an historical discipline.

Colin Bell
Colin Bell is professor of sociology at the University of Aston.

House holding

The Future of Council Housing
edited by John English
Croom Helm, £12.95
ISBN 0 7099 0900 4

Three of the essays in this book deal with council house sales (their financial implications for councils and purchasers); the probable social consequences of a large scale sales programme; and the likely future demand for owner occupation among council tenants). Two essays chart current government policy, while two more rather perfunctorily turn over the record of past policy, looking for clues to the current nadir in council housing's fortunes in the types of building forms used and glacial development of bureaucratized housing management practices. Finally Valerie Karn summarizes the history of housing policy failures in the USA.

The main characteristics of the book are pessimism — we can expect a deterioration in a "residualized" council housing sector; and a rather flat and unconvincing determination to defend council housing. Of course, the collection does contain some analysis of what went wrong in public housing programmes, especially in the postwar mass housing boom when council tenure began to be seriously undermined. But what went wrong, something which remains extraneous to council housing per se, and which has only to be described in order to be avoided.

The book's framework of debate tends to distract attention from some of its less obvious deficiencies. For example, it is up to the reader to remember for himself that 30 per cent of people in Britain still live in public housing and that sales at current rates will bring only fairly restricted changes in this picture. Equally the reader must keep in mind those components of

future policies which remain unmentioned by the authors (such as housing associations), and the arrangements which exist in countries outside the USA for meeting housing needs. Virtually every country in Eastern Europe has switched policy away from conventional public housing projects into a variety of semi-privatized alternatives (such as different types of housing cooperatives). Virtually every country in Western Europe has provided "social housing" with a much smaller proportion of directly state owned housing than the UK. Little of this sort of perspective seeps into the contribution to *The Future of Council Housing*, however, perhaps because it disturbs the simplifying polarities of "pull relevant" discussion, which is itself the reflection of partisan ideology and a long history of sterile debate about "fairness between owners and council tenants".

The main defect of this book that it lacks any form of theoretic framework within which to place its issues it raises. Each contributor offers only a variant of the empiricist fallacy that the "facts" speak for themselves; but genuine insights into future directions need to be premised upon more than mere extrapolations from the present.

Even at the level of policy advocacy this book is unsatisfactory. Granted that current government policy is idiotic in simply throwing away the 40 per cent of new construction accounted for by public housing in every postwar year granted too that the owner occupies dominance of housing markets look certain to grow a bit further and to involve increased social costs granted that the residentialization of council housing would be fully on a colossal scale — have we still got a better alternative than a pat defence of conventional council housing?

Patrick Dunleavy
Patrick Dunleavy is lecturer in government at the London School of Economics.

TLS

THE TIMES LITERARY SUPPLEMENT

Important news for New Subscribers

New subscribers to The Times Literary Supplement can now take advantage of our special introductory rate of £25.00* for a year's issues — even cheaper than buying it from your newsagent. Simply complete the coupon below and our computerised subscription service will process your order at once.

*Offer applies to new subscribers in the UK only.

Please send me The Times Literary Supplement for one year. I enclose my cheque for £25.00 made payable to Times Newspapers Ltd.

Name _____

Address _____

Signature _____

Date _____

Mail this coupon with your cheque to Times Newspapers Limited, Supplements Subscription Manager, Oakfield House, 35 Perrymount Road, Haywards Heath, West Sussex RH16 3DJ.

Overseas subscribers should write for information to the address above. L56

BOOKS

Critical dialectic

Against Biological Determinism by The Diabetics of Biology Group edited by Steven Rose Allison & Busby, £8.95 and £4.50 ISBN 0 85031 423 2 and 424 0

Towards A Laboratory Biology by The Diabetics of Biology Group edited by Steven Rose Allison & Busby, £8.95 and £4.50 ISBN 0 85031 425 9 and 426 7

In sociobiology all roads lead to genes, and for that reason alone most social scientists stay at home. When they venture out they characteristically object that human behaviour is neither determined nor explained by configurations of DNA molecules. They deny the lack of evidence suggesting that aggression is innate, or that biological strategies of inclusive fitness embrace our own peculiar ways of selecting next of kin. Prohibitions, rituals, are not inhibitors, rituals do not express predispositions, rules of syntax transform no chromosomal codes, and our diverse patterns of culture are without instinctual roots.

Such complaints, however, rarely give sociobiologists a moment's pause, since when elaborated they appear to disregard and sometimes even dismiss the mechanisms which most animate us as biological organisms. Of course we have undergone more complex adaptations than other creatures, it is retorted, but as we did not pass out of the organic world when we passed into culture, our place in Nature must not be scorned.

It is a compelling feature of these volumes - the proceedings of a predominantly Anglo-Italian conference held in Bressanone in 1980 - that they attempt to move beyond intractable positions by concentrating on intermediate points lying between putative genetic causes and their alleged behavioural effects. Each of the papers deals in one form or another with the subject of reductionism in biology. What features of human conduct, ask the contributors, can be explained physiologically? What, in turn, are the physiological consequences of particular forms of protein synthesis? Can inferences about pathologies be drawn from modes of medical treatment?

Questions of this sort invite a careful plotting of the steps from molecules to social affairs, instead of great leaps from grandly speculative claims about what must be cannot be the case. All the contributors are in agreement, nevertheless, that underclass investigation every step towards the missing link, and to that extent their conclusions join company with much social science criticism of sociobiology.

That this should be so may appear odd, since there is among them not a single ideologist nor sociologist, not one advocate of ghostly mental states such as have spurred Edward O. Wilson to charge the detractors of sociobiology with a "reflex into mysticism". The authors, writing under the aegis of the Diabetics of Biology Group, are all, by contrast, materialists, and, for the most part, radical Marxists as well. The principal editor, Steven Rose, allows that mind and brain processes are identical. One of the contributors, Scazzocchio, puts a point of view for molecular genetics, which he introduces as the most reductionist of the biological sciences. Yet each shows implacable hostility towards any attempt to collapse explanations of behaviour into particular genetic codes.

The case against biological reductionism is neatly presented by several authors, among them Martin Barker in an essay on ideology and Giorgio Bignami writing on disease models, as well as by Rose himself, who argues that biochemical and physiological descriptions of phenomena are not linked causally but connected in terms of a mapping relationship in which there is no more than a correspondence between processes defined in discrete languages.

Genes, a few contributors claim uncontentiously, are never sufficient to develop any particular character, and in an impressive article Ruth Hubbard maintains that even if a DNA template could be shown to determine the amino-acid sequence of a protein, this could not determine its three-dimensional structure nor its function. Since in the synthesis of a protein molecule the base sequence of DNA is mediated by enzymes, she concludes, how much further must this apply to physiological, and still further, behavioural, traits, where the mediating factors are not just enzymes?

For their part, Mae-Wan Ho and Peter Saunders offer a spirited defence of a Lamarckian theory of selection through an organism's interaction with its environment, reminding readers that Darwin himself identified only a principle of selection, never a cause of natural variation.

The virial poured over biological reductionism by these writers makes for lively reading, but their collection has conspicuous flaws - not least the familiar one of uneven quality, with a fair sprinkling of papers at once pretentious and trivial. Its evenness will strike some as a fault too, since the contributors are all of roughly the same persuasion, heaping their scorn upon an insidious doctrine off stage, which is roundly condemned but never heard.

Neither do we find here any sketches of alternative explanations of social behaviour, despite the conference's overriding theme: "the dialectics of biology and society in the production of mind". Above all, there is no hint of where biology, once emancipated from reductionism, will take us. Even well-disposed readers are entitled to a clearer picture than is offered here of what this critical dialectic is intended to synthesize.

Robert Wokler

Robert Wokler is lecturer in government at the University of Manchester.

Patients' interests

Social Work with Psychiatric Patients by Barbara L. Hudson Macmillan, £12.50 and £4.95 ISBN 0 333 26685 4 and 26686 2

The stereotype of the social worker is an eager, bespectacled girl in her twenties clad in an ill-fitting peasant-style dress who intrudes on families inopacitated by poverty, and attempts to alleviate their plight by psychoanalyzing them against their will. It is therefore refreshing to have a book from a lecturer in social work that has no truck with such nonsense, and exhibits both common sense and an acquaintance with recent research.

In the first section of *Social Work with Psychiatric Patients*, Barbara Hudson outlines the main categories of mental illness and describes the part that the social worker can play in alleviating them. Once a patient is in hospital, the social worker's main role is usually to assess his family background. Information about the family is often vital in determining whether a patient should be discharged, and where he should go on discharge. For example, a young man who lives in a family where there is discord and a high rate of relapse, even when they are maintained on drugs.

Barbara Hudson's account of mental illness should form a good introduction for the layman as well as the trained social worker. It also contains some sharp asides that will shock the young lady in peasant dress. She warns earnest social workers not to insist on psychotherapy for the severely depressed, since it may well make them worse. Her warning is backed up by a story of a patient who had recurrent depressions and who wanted ECT, which had previously helped him. Unfortunately his social worker related her own ideology on him and had him admitted to a so-called therapeutic community ward. After the first meeting he cut his throat, a reaction which, though extreme, is symptomatic of

the feeling of many who have experienced the trauma of such therapeutic groups.

Further to confound the average social worker and lecturer in the subject, Barbara Hudson cites evidence that completely untrained people do as well as well-trained psychotherapists in helping neurotics. Nor do doctors escape her sharp eye. She writes: "Patients who have been persuaded to appear before a roomful of strangers at a case conference may be justified in feeling that this is an audience rather than a team of helpers, and they are often given the message that unless a doctor is seeing them they are being fobbed off with second-best". The performer at such a meeting is usually the consultant not the patient and it is rare for any of the other assembled doctors, psychologists, social workers or nurses to utter.

Although still highly readable, the second half of the book is slightly more technical. It deals with finding accommodation and work for mental patients, decisions on whether to hospitalize, crisis intervention, and care of the patient's children. On the latter issue Barbara Hudson puts both sides of the case, observing that although the child is often better off in a foster home, he may be almost all the psychiatric patient has to live for. She does not point out, however, that the British courts usually put the interests of the natural parent before the child, regardless of professional recommendations.

Finding work for discharged mental patients is a difficult problem. Needless to say, in discriminating against discharged patients that most bigoted and self-seeking of all British institutions, the Civil Service, is among the worst offenders. Barbara Hudson draws attention to the fact that social security officers, members of the same institution, know so little about mental illness that they need a social worker as an interpreter to ensure that mental patients receive what they are entitled to. Floreat bureaucracy. On finding homes for ex-patients, Barbara Hudson recommends that social workers keep notes on the vices and virtues of the homes in the area. I suspect the vices column will usually be much the longer of the two. Many private homes provide wholly inadequate food and facilities and charge exorbitant fees to local councils who place patients there.

Social Work with Psychiatric Patients is an unusual book in that it is both sensible and lively. It is also very informative and will give the layman an idea of what social workers are or ought to be up to in the psychiatric field.

Stuart Sutherland

Stuart Sutherland is director of the centre for research on perception and cognition at the University of Sussex.

Points of contention

Introductory Spatial Analysis by David Unwin Methuen, £11.50 and £5.50 ISBN 0 416 72190 7 and 72200 9

Understanding Maps by J.S. Keates Longman, £5.95 ISBN 0 582 30039 8

Broadly speaking, spatial analysis attempts to combine statistical and mathematical methods in the analysis of data derived largely from maps. In so doing it aims to take map-interpretation beyond simple description to an identification of human and physical structures portrayed on maps, and eventually to a detailed analysis of processes underlying those structures. Many existing texts have combined maps and statistics rather badly, placing too much emphasis on the latter. David Unwin, however, has produced a highly consistent and readable text, concisely illustrating analytical theory but also to the nature of maps themselves.

Although relevant statistical and mathematical approaches have been refined and specialist study groups have emerged, during the past 15 years the role of cartography in British undergraduate courses has begun to wane. A generation of geographers exist who are aware of fine statistical intricacies but often blindly assume that data taken from maps are statistically meaningful. Where cartographic teaching does survive it is often at a very low level, being as much use as an aquiline to a fish. In their own ways both Unwin and Keates try to bring statistics and cartography closer to mainstream geography teaching. Keates exploits the widely held view that a map is not just a sheet of paper with point, line and areal symbols, but also a complex system of codes that aims to communicate a highly specialized spatial message. First encoded using cartographic methods, the message is subsequently interpreted by readers. The effectiveness of a map in communicating information is therefore controlled both by the quality of the imagery, and the degree to which that imagery is accessible to readers interpreting it within their own personal (cognitive) framework.



Drawing of the major panel of a three-handled palace-style jar from Argos, painted with two fat ducks. Early period Mycenaean, end of the fifteenth century B.C. Illustration taken from Mycenaean Pictorial Painting by Emily Vermeule and Vasos Karageorghis, published by Harvard University Press at \$42.00.

Keates examines the physical aspects of map construction and reading with reference to the human visual system - eyes and brain. In so doing he has assimilated the literature on psychophysics, for example, in discussing the examination of eye movements when studying symbols, and in the perception of colour. However, I found his illustrations of three-map styles (atlas, road and population) unconvincing and his discussions tenuous on medical information yet short on cartographic relevance. Many of his conclusions are anticlimactic, for example, that there is no strong correlation between poorly contrasting symbols, and that certain combinations of colours or cause problems. Most other text-books state those as ground rules not conclusions. Further, the literature he quotes is rather selective and some key cartographic references are omitted.

By seeking to identify visual processes, Keates relegates the important cultural features of maps to a minor role. The reason why British travellers often have difficulty understanding German or Swiss maps is not because of "physiological" or

spoken language differences but because they are used to a particular symbol system of the Ordnance Survey; a cultural process to which psychophysics is surrogate.

Whereas Keates is deterministic it about maps, Unwin is concerned with the quality of map information for use in spatial analysis. He emphasizes that maps are error-prone data sources, but that at different scales will display radically different information. Any pair of Ordnance Survey maps will illustrate this important process of scale-specific generalization, with which statistical analysis must cope. Such factors are also exacerbated by human errors involved in taking quantitative measurements from maps. Though underplaying this theme, Unwin does combine maps and statistics in a very readable fashion, and the worksheets and further reading should encourage students to investigate further.

Michael Blakemore

Michael Blakemore is lecturer in geography at the University of Bristol.

The 1982 edition of the *Geographical Digest* has been published by George Philip & Son Ltd, 12-14 Long Acre, London WC2E 9LP, at £3.50. The book contains detailed tables of the latest population, production and trade statistics for Britain and the rest of the world. It also lists changes in administrative areas and place names, and developments in mining, engineering, manufacturing, farming and communications throughout the world.

An unabridged Dover paperback edition of the 1913 edition of Sir Thomas Heath's *Aristarchus of Samos: the ancient Copernicus* has been published by Constable at £5.25. Besides reviewing the history of Greek astronomy from Homer and Hesiod to Aristarchus, the book also provides the Greek text (with translation and commentary) of "On the Sizes and Distances of the Sun and Moon", in which Aristarchus put forward the heliocentric hypothesis - about two thousand years before Copernicus' "De Revolutionibus".

CLASSIFIED ADVERTISEMENTS

The Times Higher Education Supplement

To place advertisements write to or telephone:

The Advertisement Manager,
The Times Higher Education Supplement,
P. O. Box 7, 200 Gray's Inn Road, London WC1X 8EZ.
Tel: 01-837 1284. Telex 264971

Rates:	Copy deadlines:
Classified Display - £9.50 pcc Min. size: 9cm x 1 col @ £85.50 Classified Linage - £1.85 per line Minimum 3 lines @ £5.55 Box number - £2.00	Classified Display: Friday in the week prior to publication Classified Linage: Monday 10.00 am in the week of publication

Universities

UNIVERSITY OF NIGERIA, NSUKKA, NIGERIA

VACANCIES

Applications are invited from suitably qualified candidates to fill the following top management positions in the University of Nigeria, Nsukka:

- POSTS**
1. Bursar
 2. Director of Works Services
 3. Controller of Personnel Services
 4. Dean of Student Affairs
 5. Deputy Bursar
 6. Chief Accountant
 7. Chief Internal Auditor
 8. Chief Catering Officer (Manager/Manageress Student Catering Services)

Qualifications, experience and scope of responsibility

1. Post of Bursar: A good honours degree from a recognised University in such relevant disciplines as Finance, Accountancy or Business Administration, and/or Membership of any of the following professional bodies: ACA, ACCA, AICMA. In each case, extensive post-qualification experience at senior managerial level and proven reliability and integrity will be required.

Duties
The Bursar is the Chief Financial Officer of the University and is responsible to the Vice-Chancellor for the day to day financial administration of the University. The Bursar has the overall responsibility, under the Vice-Chancellor, for the organisation of the University's accounting system, financial planning, investments, purchasing, salary administration, banking operations, etc.

2. Post of Director of Works Services
A good honours degree from a recognised University or an equivalent professional qualification, in construction/maintenance Engineering, with extensive post-qualification experience, preferably in a University or in a top management position in a large organisation. Candidates are expected to possess considerable familiarity with works construction and supervision, and the maintenance of buildings, roads, electrical installations, water works, etc.

Duties
The Director of Works Services is directly responsible to the Vice-Chancellor for the day to day maintenance of existing structures and various installations in the University. The Works Department does undertake also certain building/road constructions in the University by direct labour.

3. Post of Controller of Personnel Services
A good honours degree from a recognised University, preferably in the behavioural Sciences, Business Administration or the Humanities, with several years and extensive post-qualification experience in personnel work and labour management, preferably in a University.

Duties
The Controller of Personnel Services will be the Head of the Personnel Department and will be responsible to the Vice-Chancellor and Chief Executive of the University, for developing, implementing and co-ordinating the personnel policies and programmes of the University. These programmes include staff recruitment, staff development and training, staff promotions, staff conditions of service, staff discipline, employment laws, industrial relations, manpower planning and surveys; work study, etc.

4. Dean of Student Affairs
Candidates for this post must possess a good honours degree from a recognised University, with several years post-qualification experience in a senior position preferably in a University. Previous experience in the management of large number of students will be an advantage. Experienced Secondary School Principals or University Deans interested in the management and welfare of students, may apply.

Duties
The Dean of Student Affairs is the Head of the Student Affairs Department and is responsible to the Vice-Chancellor for the day to day administration of matters pertaining to the welfare of students in the University. These matters include: student recruitment, student accommodation and hostel management; control of student organisations and Union; student counselling, etc. The Dean of Student Affairs deals also, under the Vice-Chancellor, with issues of student discipline and general social control. (The University of Nigeria presently has a student population of about 12,000.)

5. Deputy Bursar
Qualifications:
(a) Membership of any of the following accounting bodies:
(i) Chartered
(ii) Certified
(iii) Cost and Management Accountants
OR (b) Holders of a good honours degree in Accountancy or Business Administration with Accountancy as a major subject from a recognised University.

The applicant must have acquired at least five years for (a) and seven years for (b), post-qualification experience in a comparable senior position in government or in a commercial or industrial organisation of good standing. Experience in mechanised accounting will be an advantage.

Duties
The Deputy Bursar is responsible to the Bursar for directing and co-ordinating the work of a number of accounting units in the University.

6. Chief Accountant
Qualifications and duties similar to those for the Deputy Bursar, Nsukka.

7. Chief Internal Auditor
Qualifications:
(a) Membership of any of the following Accounting Bodies:
(i) Chartered
(ii) Certified
(iii) Cost and Management Accountants or
(b) Holder of a University degree in Accountancy from a recognised University.

For holders of any of the qualifications listed in (a) above, at least five years post-qualification experience; for holders of qualification (b) at least seven years relevant post-qualification experience. In all cases preference will be given to candidates with extensive and varied experience in auditing and with proven reliability and integrity.

Duties:
The successful candidate will be in charge of the Internal Audit work in the University and will be responsible to the Vice-Chancellor.

8. Chief Catering Officer (Manager/Manageress Student Catering Services)
Candidates for this post must possess one of the following qualifications:

(a) A good honours degree of a recognised University in Hotel and Catering Management or related subject with six years relevant post-qualification experience;
OR (b) WASC/OIE OIL (6 papers) or Teachers' Grade II Certificate plus City and Guilds of London Certificate Nos. 150 and 151 and Diploma in Institutional Management with at least ten years relevant post-professional certificate experience.

Candidates should have substantial and varied experience in large-scale catering as well as extensive experience at top management level, preferably in an institution of higher learning.

Duties
The Chief Catering Officer (Manager/Manageress) will be responsible to the Vice-Chancellor for the overall operation and control of student catering services in the University.

Salary
Posts (1)-(4):
USS 16: N14,280.00-N16,000.00
Post 5:
USS 14: N11,732.00-N14,052.00
Posts (6) and (7):
USS 18: N15,864.00-N18,092.00
Post 8:
USS 12: N10,092.00-N11,352.00

Conditions of Service
For staff recruited from overseas, fare paid for appointee, wife and up to the children aged 11 years or under. Annual leave with leave allowance for Nigerian staff and three months vacation leave for every Australian defence policy. It is not intended that this preference should be applied in any narrow or rigid manner. Regional, global and theoretical projects which relate to Australia's present and future security policies are as acceptable as those which focus wholly on Australian national defence policies. Applicants should submit a curriculum vitae, a brief research proposal and the names of at least three referees.

For further information contact the Acting Head of the Centre, Dr T. B. Miller (433890), in the University, Nsukka, or the Director, Strategic and Defence Studies Centre, 160 Tottenham Court Road, London W1P 8LE.

Method of Application
Six identical copies of application with detailed curriculum vitae referring full details of qualifications, experience, etc. and names of three referees, who should be asked to send their reports to the relevant N.U.O. Office.
Candidates resident in Europe and the U.K. should write by 17th August, 1982, to:
The Director, Nigerian Universities Office, 160 Tottenham Court Road, London W1P 8LE.

Resident in the U.S.A. to:
The Director, Nigerian Universities Office, 1833 New Hampshire Avenue, N.W., Suite 220, Washington D.C. 20036, U.S.A.

Resident in Canada to:
The Director, Nigerian Universities Office, 160 Kent Street, 7th Floor, Ottawa, Ontario, Canada K1R 8A8.

Resident in the Middle and Far East to:
The Director, Nigerian Universities Office, 23 Wadi El-Ni Street, Mohandessin, Cairo, APE.

Appointments

Universities
Fellowships
Research and
Studentships
Polytechnics
Colleges of
Higher Education
Colleges with
Teacher Education
Colleges and
Institutes of Technology

Technical Colleges
Colleges of
Further Education
Colleges and
Departments of Art
Administration
Overseas
Adult Education
Librarians
General Vacancies
Industry and Commerce

Other classifications

Exhibitions
Awards
Conferences and Seminars
Courses

Personal
For Sale and Wanted
Holidays and
Accommodation

THE AUSTRALIAN NATIONAL UNIVERSITY

Applications are invited from suitably qualified persons for appointment to the following positions:

RESEARCH SCHOOL OF PACIFIC STUDIES Department of International Relations

POSTDOCTORAL FELLOW/RESEARCH FELLOW/ SENIOR RESEARCH FELLOW (2 posts)

The Department studies international relations at large, Asia and the Pacific area as part of the international system and Australian external policy. It would be interested in applicants with qualifications in any of these fields, especially those with research projects in the politics of the international economy, in the external relations of the Pacific island states, in international theory, and in Middle East political and economic relationships. It is hoped that the appointee will be able to take up duty early in 1983. Appointment as Senior Research Fellow/Research Fellow is normally initially for 3 years with the possibility of extension to 5 years, after review, however, an appointment of 2 years is possible. For the details of the appointment procedure, please refer to the Postdoctoral Fellow/Research Fellow advertisement in this Supplement. Enquiries can be directed to Professor J. D. B. Miller, Head of the Department, Tel: 062 492168, in the University, Canberra. Closing date: 3 SEPTEMBER 1982.

Department of Linguistics

POSTDOCTORAL FELLOW/RESEARCH FELLOW/ SENIOR RESEARCH FELLOW

The successful applicant will have expertise in Linguistics of the Oceanic Region, especially Malanesia, with particular competence in one or more of the following fields: comparative-historical linguistics in Oceania; application of modern computational methods to linguistic research and study, especially advanced mathematical and statistical analysis; sociolinguistics of developing countries within the Pacific area; familiarity with Pidgin and Creole theory in relation to Pacific pidgins, especially in Malanesia; anthropological linguistics in Oceania; familiarity with field methodology and conditions in the designated regions. Adequate knowledge of the major contact languages of the area is a prerequisite. Closing date: 3 SEPTEMBER 1982.

STRATEGIC AND DEFENCE STUDIES CENTRE

RESEARCH FELLOW/SENIOR RESEARCH FELLOW

The Australian Minister for Defence has supported a research or senior research fellowship in the Strategic and Defence Studies Centre since 1974, for a period of two years. This post will fall vacant in January 1983 and applications are invited from persons who are qualified to carry out advanced research on strategic and defence problems. While preference will be given to an applicant who wishes to work on a topic which is relevant to Australian defence policy, it is not intended that this preference should be applied in any narrow or rigid manner. Regional, global and theoretical projects which relate to Australia's present and future security policies are as acceptable as those which focus wholly on Australian national defence policies. Applicants should submit a curriculum vitae, a brief research proposal and the names of at least three referees. For further information contact the Acting Head of the Centre, Dr T. B. Miller (433890), in the University, Nsukka, or the Director, Strategic and Defence Studies Centre, 160 Tottenham Court Road, London W1P 8LE. Closing date: 3 SEPTEMBER 1982.

CONDITIONS OF APPOINTMENT

Salary will be in accordance with qualifications and experience within the ranges:
Senior Research Fellow \$29,282-\$34,928 pa
Research Fellow \$20,983-\$27,539 pa
Postdoctoral Fellow \$A18,068-\$20,889 pa
(Current exchange rate: \$A1 = \$US1.01 = UK56p)

Appointments, unless otherwise stated, will be: Senior Research Fellow/Research Fellow initially up to 3 years with the possibility of extension to 5 years; Postdoctoral Fellow up to 2 years with the possibility of extension to 3 years. Reasonable appointment expenses are paid. Superannuation benefits are available for appointees who are eligible to contribute. The University reserves the right not to make an appointment or to make an appointment by invitation at any time.

Prospective applicants should obtain further particulars from the Registrar of the University, PO Box 4, Canberra, A.C.T. 2600, Australia, or from the Association of Commonwealth Universities (Acpu), 38 Gordon Square, London WC1H 0PF, before submitting applications.

Universities continued



Queensland Conservatorium of Music DIRECTOR OF OPERA

Applications are invited for the above position on the academic staff of the Conservatorium. DUTIES: Will include the organisation and direction of the Conservatorium's opera programmes. These duties may include the production or direction of opera performances, the training of singers and répétiteurs, and lecturing in opera history and theatre. QUALIFICATIONS: Appropriate tertiary qualifications in music or equivalent experience, together with a high level of skill and experience in direction or production, or vocal coaching/ répétiteur training. CONDITIONS OF APPOINTMENT: The appointment will be on a limited term contract basis for two years; conditions of employment are available on request. Duties will commence on 20th January, 1983 or as soon thereafter as can be mutually arranged. SALARY: Payable in accordance with qualifications and experience within the range applicable to Lecturer I, viz. \$24,534 p.a. to \$27,539 p.a. GENERAL: The Conservatorium has a total enrolment of approximately 600 students and provides diploma, degree, and graduate diploma courses in music and non-course tuition. Facilities include an auditorium fully equipped for concerts, opera, and drama. The Conservatorium has presented in recent years a number of full opera productions including the Barber of Seville, Die Fledermaus, Marriage of Figaro, and Don Pasquale. In September as part of the Commonwealth Games Festival '82 it was presenting a production of Benjamin Britten's Albert Herring. Training is provided in vocal coaching, acting classes for singers, and stagecraft. In 1983 the Conservatorium proposes to introduce advanced full-time opera training. There may be opportunities for association with the new state opera company, the Lyric Opera of Queensland. APPLICATIONS: Should be submitted in writing by 20th August, 1982 to the Registrar, Queensland Conservatorium of Music, P. O. Box 28, North Quay Q. 4000, Australia, advising personal particulars, age, marital status, details of academic qualifications, employment and relevant experience, together with the names and addresses of three referees (M5884).



Queensland Conservatorium of Music LECTURER IN MUSIC TECHNOLOGY

Applications are invited for the above position on the academic staff of the Conservatorium. DUTIES: The appointee will be responsible for supervising and directing the work of the Conservatorium's recording studio and the work of students undertaking a new diploma course in Music Technology. QUALIFICATIONS: Appropriate tertiary qualifications in music associated with studies in electronic and recording techniques or a degree in science majoring in electronics, with a strong background and experience in the recording industry. Equivalent experience in any of the above fields will be considered. CONDITIONS OF APPOINTMENT: The appointment will be on a limited term contract basis for three years; conditions of employment are available on request. Duties will commence on the 1st January, 1983 or as soon thereafter as can be mutually arranged. SALARY: Will be payable in accordance with qualifications and experience within the range applicable to Lecturer I, viz. \$24,534 p.a. to \$27,539 p.a. GENERAL: The Conservatorium is a College of Advanced Education with a total enrolment of approximately 600 students and provides diploma, degree and graduate diploma courses in music, and non-course tuition. Facilities include an auditorium fully equipped for concerts, opera, and drama, and an advanced recording studio featuring a 26/16 channel mixer, 16 track tape recorder, and associated equipment. The recording complex permits recording from the recording studio or the complete portable recording rig to introduce a strand in Music Technology within its Diploma of Arts course for the purpose of training students as recording engineers. APPLICATIONS: Should be submitted in writing by 20th August 1982 to the Registrar, Queensland Conservatorium of Music, P. O. Box 28, North Quay Q. 4000, Australia, advising personal particulars, age, marital status, details of academic qualifications, employment and relevant experience, together with the names and addresses of three referees (M5885).

EDINBURGH UNIVERSITY OF LINGUISTICS Applications are invited for the post of Lecturer in Linguistics. The appointee will be responsible for teaching and supervising students in the Department of Linguistics. The successful candidate will be expected to contribute to the development of the Department's research programme in Linguistics. Applications should be sent to the Registrar, Edinburgh University, Edinburgh, Scotland. Closing date: 15th August 1982.

CARDIFF UNIVERSITY COLLEGE DEPARTMENT OF ENGINEERING STUDIES Applications are invited for the post of Lecturer in Engineering Studies. The appointee will be responsible for teaching and supervising students in the Department of Engineering Studies. The successful candidate will be expected to contribute to the development of the Department's research programme in Engineering Studies. Applications should be sent to the Registrar, Cardiff University College, Cardiff, Wales. Closing date: 15th August 1982.

UNIVERSITY OF NIGERIA, NUSUKA Applications are invited from suitably qualified candidates for the following vacancies in the Faculty of Law. (a) Senior Lecturer (b) Lecturer I (c) Lecturer II Qualifications and Duties: Candidates for (a) must possess high academic qualifications in Law, preferably a Ph.D. and not less than five years teaching and research experience (evidenced in published works) in a University or comparable institution. Successful candidates will teach undergraduate and postgraduate courses and help in the development of the Faculty generally as well as supervise postgraduate students. Candidates for (b) and (c) must possess postgraduate qualifications in Law. Salaries: Senior Lecturer USS 131(e)N11,364-N14,820 p.a. Lecturer I USS 11N9,000-N10,080 p.a. Lecturer II USS 9N7,550-N8,040 p.a. Conditions of Service: Fare paid for appointee, wife and up to five children under eleven years of age on appointment. Annual leave with local leave allowance for indigenous staff. Transport allowance, free medical service, part-furnished accommodation at standard rates (if available) or rent allowance paid in lieu thereof. Method of Application: Six copies of typewritten application giving details of educational and professional qualifications, institutions attended with dates, experience showing status, age, and names and addresses of three referees competent to attest to candidate's professional academic ability, who should be asked to send their reports to the relevant NUO Office. Candidates resident in Europe and the U.K. should write by 17th August, 1982, to: The Director, Nigerian Universities Office, 180 Tottenham Court Road, Chelsea, Chelsea, London W1P 8JZ. Resident in the U.S.A. to: The Director, Nigerian Universities Office, 1353 New Hampshire Avenue, N.W., Suite 200, Washington D.C. 20036, U.S.A. Resident in Canada to: The Director, Nigerian Universities Office, 160 Kent Street, 7th Floor, Ottawa, Ontario, Canada K1R 5A2. Resident in the Middle and Far East to: The Director, Nigerian Universities Office, 23 Wadi El-Nil Street, Mohandessin, Cairo, ARE.

UNIVERSITY OF KENT AT CANTERBURY Personal Social Services Research Unit Applications are invited for the following posts on a DHS funded programme within the Personal Social Services Research Unit to commence as soon as possible. RESEARCH FELLOW for a period of five years until September 1987. RESEARCH ASSOCIATE for a period of two years. RESEARCH ASSISTANT for a period of one year. The Research Fellow is required to participate in the design, and run a special survey examining the needs of the elderly living at home, and how they are met. An important feature of the project involves liaising with professional groups and encouraging the participation of suitable local authorities. Candidates should have research experience in the field of social care or related fields such as education and health care (A8/82). The Research Associate will assist in the preparation for a national survey of the needs of children. Candidates should have postgraduate research experience in the social sciences with a knowledge of quantitative methods, preferably in survey applications (A7/82). The Research Assistant is required to assist with a number of research allocation studies. Candidates should be social scientists with good quantitative skills (A15/82). Initial salary, according to qualifications will be in the range of £8,070-£12,860 for the Research Fellow, £5,285-£8,925 for the Research Associate, and £2,885-£7,700 for the Research Assistant. Application forms and further particulars may be obtained from Mr J. E. Reilly, Senior Assistant Registrar, The Registry, The University, Canterbury, Kent, upon receipt of a stamped addressed envelope (or 7) (10/yr). Please quote reference A8/82, A7/82 and A15/82. Informal enquiries may be made to Professor Bledwyn Davies or Mr A. C. Bebbington of the Personal Social Services Research Unit.

ABERYSTWYTH COLLEGE OF WALES TUTORSHIP IN DRAMA Applications are invited for the post of Tutorship in Drama. The appointee will be responsible for teaching and supervising students in the Department of Drama. The successful candidate will be expected to contribute to the development of the Department's research programme in Drama. Applications should be sent to the Registrar, Aberystwyth College of Wales, Aberystwyth, Wales. Closing date: 15th August 1982.

HONG KONG UNIVERSITY OF EDUCATION LECTURESHIP IN COMPUTER STUDIES Applications are invited for the post of Lecturer in Computer Studies. The appointee will be responsible for teaching and supervising students in the Department of Computer Studies. The successful candidate will be expected to contribute to the development of the Department's research programme in Computer Studies. Applications should be sent to the Registrar, Hong Kong University of Education, Kowloon, Hong Kong. Closing date: 15th August 1982.

Queensland Conservatorium of Music LECTURER IN SINGING Applications are invited for the above position on the academic staff of the Conservatorium. DUTIES: Will include individual tuition in singing as required to enrolled diploma and degree students. The appointee may also be required to undertake the training of choral groups and to assist generally in the administration of the vocal department. QUALIFICATIONS: A high level of skill and experience as a performer; teaching experience at tertiary level with appropriate tertiary qualifications in music or equivalent experience. CONDITIONS OF APPOINTMENT: The appointment will be on a limited term contract basis for two years; conditions of employment are available on request. Duties will commence on 20th January, 1983 or as soon thereafter as can be mutually arranged. SALARY: Will be payable in accordance with qualifications and experience within the range applicable to Lecturer II, viz. \$18,088 p.a. to \$20,695 p.a. GENERAL: The Conservatorium is a College of Advanced Education with a total enrolment of approximately 600 students and provides diploma, degree, and graduate diploma courses in music, and non-course tuition. The Conservatorium is situated in an air-conditioned building adjacent to the Botanical Gardens. Facilities include an auditorium fully equipped for concerts, opera, and drama. APPLICATIONS: Should be submitted in writing by 20th August, 1982 to the Registrar, Queensland Conservatorium of Music, P. O. Box 28, North Quay Q. 4000, Australia, advising personal particulars, age, marital status, details of academic qualifications, employment and relevant experience, together with the names and addresses of three referees (M5886).

JOHANNESBURG UNIVERSITY OF THE WITWATERSRAND DEPARTMENT OF SOCIAL ANTHROPOLOGY SENIOR LECTURER/LECTURER Applications are invited from suitably qualified persons for the post of Senior Lecturer or Lecturer in Social Anthropology. The Department has a vacancy for a Senior Lecturer who, in addition to the normal teaching and research duties, will act as academic administrator for the evening degree in Computer Science. This degree is oriented towards commercial/industrial computing and the person appointed must have current relevant experience. Salary Scale: IRE14,119 - IRE18,265 per annum. Application forms and further particulars may be obtained from: The Staff Office, Room 101, No. 1, Trinity College, Dublin 2. Tel: 772941, Ext. 1775. The closing date for receipt of applications will be 23rd August, 1982.

JOHANNESBURG UNIVERSITY OF THE WITWATERSRAND DEPARTMENT OF MEDICINE SENIOR LECTURER (OLD TREATMENT STUDIES) Applications from suitably qualified persons for the post of Senior Lecturer in Old Treatment Studies. The appointee will be responsible for teaching and supervising students in the Department of Medicine. The successful candidate will be expected to contribute to the development of the Department's research programme in Old Treatment Studies. Applications should be sent to the Registrar, Johannesburg University of the Witwatersrand, Johannesburg, South Africa. Closing date: 15th August 1982.

NEW ZEALAND UNIVERSITY OF CANTERBURY LECTURESHIP IN CHEMISTRY Applications are invited for the post of Lecturer in Chemistry. The appointee will be responsible for teaching and supervising students in the Department of Chemistry. The successful candidate will be expected to contribute to the development of the Department's research programme in Chemistry. Applications should be sent to the Registrar, University of Canterbury, Christchurch, New Zealand. Closing date: 15th August 1982.

ST ANDREWS UNIVERSITY OF COLLEGE OF EDUCATIONAL SCIENCES Applications are invited for the post of Lecturer in Educational Science. The appointee will be responsible for teaching and supervising students in the Department of Educational Science. The successful candidate will be expected to contribute to the development of the Department's research programme in Educational Science. Applications should be sent to the Registrar, St Andrews University, St Andrews, Scotland. Closing date: 15th August 1982.

THE PAPUA NEW GUINEA UNIVERSITY OF TECHNOLOGY MATHEON LIBRARY AUDIOVISUAL OFFICER Applications are invited for the post of Audiovisual Officer. The appointee will be responsible for the operation and maintenance of the University's audiovisual equipment. The successful candidate will be expected to contribute to the development of the Department's research programme in Audiovisual Studies. Applications should be sent to the Registrar, University of Technology, Port Moresby, Papua New Guinea. Closing date: 15th August 1982.

SYDNEY THE UNIVERSITY OF LECTURESHIP IN GERMAN Applications are invited for the post of Lecturer in German. The appointee will be responsible for teaching and supervising students in the Department of German. The successful candidate will be expected to contribute to the development of the Department's research programme in German. Applications should be sent to the Registrar, University of Sydney, Sydney, Australia. Closing date: 15th August 1982.

NEWCASTLE UPON TYNE UNIVERSITY OF SCHOOL OF EDUCATION TEMPORARY LECTURESHIP IN EDUCATION Applications are invited for the post of Temporary Lecturer in Education. The appointee will be responsible for teaching and supervising students in the Department of Education. The successful candidate will be expected to contribute to the development of the Department's research programme in Education. Applications should be sent to the Registrar, Newcastle University, Newcastle, Australia. Closing date: 15th August 1982.

PAPUA NEW GUINEA THE UNIVERSITY OF Applications are invited for the post of Lecturer in Business Administration. The appointee will be responsible for teaching and supervising students in the Department of Business Administration. The successful candidate will be expected to contribute to the development of the Department's research programme in Business Administration. Applications should be sent to the Registrar, University of Papua New Guinea, Port Moresby, Papua New Guinea. Closing date: 15th August 1982.

LOTIAN REGIONAL COUNCIL HADRIAN COLLEGE OF COMMERCE AND TECHNOLOGY HEAD OF DEPARTMENT OF MECHANICAL ENGINEERING Applications are invited for the post of Head of Department of Mechanical Engineering. The appointee will be responsible for the overall management and development of the Department. The successful candidate will be expected to contribute to the development of the Department's research programme in Mechanical Engineering. Applications should be sent to the Registrar, Hadrian College, Newport, South Wales. Closing date: 15th August 1982.

SENIOR LECTURER A IN APPLIED PHYSICS Applications are invited for the post of Senior Lecturer A in Applied Physics. The appointee will be responsible for teaching and supervising students in the Department of Applied Physics. The successful candidate will be expected to contribute to the development of the Department's research programme in Applied Physics. Applications should be sent to the Registrar, University of Southampton, Southampton, England. Closing date: 15th August 1982.

SENIOR LECTURER A IN INSURANCE AND RISK MANAGEMENT Applications are invited for the post of Senior Lecturer A in Insurance and Risk Management. The appointee will be responsible for teaching and supervising students in the Department of Insurance and Risk Management. The successful candidate will be expected to contribute to the development of the Department's research programme in Insurance and Risk Management. Applications should be sent to the Registrar, University of Liverpool, Liverpool, England. Closing date: 15th August 1982.

SENIOR LECTURER A IN AUTOMATION AND CONTROL Applications are invited for the post of Senior Lecturer A in Automation and Control. The appointee will be responsible for teaching and supervising students in the Department of Automation and Control. The successful candidate will be expected to contribute to the development of the Department's research programme in Automation and Control. Applications should be sent to the Registrar, University of Liverpool, Liverpool, England. Closing date: 15th August 1982.

COVENTRY (LANCHESTER) POLYTECHNIC FACULTY OF BUSINESS Department of Economics Lecturer II/Senior Lecturer in Quantitative Economics Preference will be given to applicants who, in addition to Quantitative Economics have specialised or are prepared to specialise in Microeconomics. Closing date Monday, 6th September, 1982.

Department of Business Studies Lecturer II/Senior Lecturer in Materials Management Applicants should possess a relevant degree or equivalent and have experience of Materials Management in industry or commerce. Preference will be given to applicants who can demonstrate a thorough understanding of Purchasing and Production Control.

Temporary Lecturer II in Marketing Applicants should possess a degree or equivalent in a relevant discipline and have previous appropriate experience in industry, commerce or higher education. This appointment is for one year, in the first instance, from 1st September, 1982.

Department of Legal Studies Lecturer II in Law Applicants should possess a good honours degree in Law and a strong interest in Company and Commercial Law. Salary Scale: Senior Lecturer £10,173-£12,816 Lecturer II £6,956-£11,022 Details from Assistant Personnel Officer, Coventry (Lanchester) Polytechnic, Priory Street, Coventry CV1 5BS. Enclose a large self-addressed envelope. Closing date, unless otherwise stated Monday, 16th August, 1982. AN EQUAL OPPORTUNITY EMPLOYER

SHEFFIELD CITY POLYTECHNIC PRINCIPAL Applications are invited for the above post which falls vacant on 1st January, 1983 on the retirement of Dr. G. Tolley. The Polytechnic offers a wide range of undergraduate and postgraduate CMAA courses and final professional qualification in TEC and BEC courses. There are over 7,000 full-time sandwich students with a total enrolment of about 20,000. A Regional Management Centre is based at the Polytechnic. Salary - Group 12 - £27,285 Application forms and further particulars are available from the Secretary and Clerk to the Governing Body. Closing date: 15th August 1982. It is the policy of the Polytechnic to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race.

LONDON POLYTECHNIC OF THE SOUTH BANK SENIOR LECTURER/ SENIOR CLERK Applications are invited for the post of Senior Lecturer or Senior Clerk. The appointee will be responsible for teaching and supervising students in the Department of Finance. The successful candidate will be expected to contribute to the development of the Department's research programme in Finance. Applications should be sent to the Registrar, Polytechnic of the South Bank, London. Closing date: 15th August 1982.

PLEASE MENTION THE TIMES HIGHER EDUCATION SUPPLEMENT WHEN REPLYING TO THESE ADVERTISEMENTS

Don's diary

Monday

In England I used to hang on about how marvellous it would be to walk to work, as against three hours' commuting. Now I can do it I don't because at 8.45am the temperature is too hot at 85. So my wife drops me off. The setting is priceless, blue-grey mountains, brightly coloured flowers, grass a deep green; all irradiated in strong sunshine.

I have been made aware that the time I arrive in the office is a little awkward. The office attendants are sweeping and dusting but it seems that occupying the office puts them off cleaning it and they have not thought (or had the courage) to ask me to leave. I draw the obvious conclusion, decide to continue coming at the same time but take a tawdry cup of coffee instead.

If you are in your office, your mornings can be eventful if you leave your door open. Leave it open and you make yourself available to inquirers (always for someone else), vendors of various things (usually wood carvings), students (other people's) wanting help, and occasionally someone who has a reason to see you.

This morning the corridor is full of BEd students who are near the end of a project and beginning to panic. They have been told to use a desk calculator but there is only one so life is fraught. A student asks me which "program" she should use to calculate a grand mean given several means. I advise her to do the calculation by hand or to use a pocket calculator if she has one. I ponder the wisdom of the cookbook approach to statistics. This afternoon I see some of my own MA students. They are part-time and can only get in after 3pm. I admire their pluck but wonder what they are learning.

End of the day. This time I walk home. The sun is still quite strong and there is an extraordinary air of peace.

Tuesday

This morning I write begging letters. If I am to get research going, I have to find the funds. There is an international survey of science achievement which Jamaica would like to join. I have been deputed to seek funds, the equivalent of £25,000 - what the SSRC used to regard as a small grant, but not so here, although these days there are plenty of loans and aid coming to Jamaica. I think there is too much reliance on international agencies, so we need to raise the money locally but can see that in the end I will be forced to go to the agencies.

In the afternoon I attend a trade union meeting. Salaries is the only item on the agenda, as it has been for a while. The union is angry at what it sees as foot-dragging by the paymasters, but since they represent 14 governments, there are problems. The sorest point is that Jamaica has fallen out of parity with the other two campuses, especially oil-flesh Trinidad. Now the other side has offered to go some way to restoring parity. In the meeting the proposed increase in criticized - too much for professors, too little for lecturers. I am on a two-year tax holiday, as everyone knows. So, I keep quiet. Just like an Englishman!

Wednesday

Attend monthly meeting of school of education academic staff. The master of membership of the editorial board of the local journal is raised. The term "distinguished Caribbean academic" is offered as a criterion for membership. Someone has noticed that my name has been suggested and asks whether Professor Wood can be regarded as a Caribbean academic. The meeting struggles with the conflicting facts of residence and homeland - and decides to delete the word "Caribbean".

It is suggested that perhaps we have a problem deciding who belongs to any one of the three categories, never mind all three.

Thankfully, no one wants to press the question of whether I am distinguished!

Thursday

Since I have the car today, to visit a school. I take the children to school. They start at 8am so we leave around 7.40. The shift system is in operation in most Jamaican schools; sometimes it takes the form of staggering, as with the girls' school, otherwise the shifts are end-on. Naturally there is argument about the effectiveness of this system - intended to get more children to school and more out of the plant, including teachers. I am due at a secondary school, an hour's drive from Kingston, to talk to staff on both shifts about assessment. That would be a routine assignment in England but here I'm not so sure. Best to imagine it will be the same, which by and large it turns out to be except in one respect. At the end of the talk, a teacher stands up and makes a charming thank-you speech. This sort of thing is quite common in Jamaica. Meetings simply do not start and end without courtesies, sometimes prayers, and I have to make an effort to remember this. Over lunch the principal tells me that although he has followed the British examination system so far, he now finds it too restrictive and prefers the American policy of giving more open access to further education. We discuss the consequences of replacing the British examinations with the local version, CXC, which is reputed to be even more challenging - by design.

After lunch the principal takes me on a tour of the school and the adjoining school farm. On the farm the principal decides to give me a present - a hand of plantains (which look like bananas but have to be cooked). He takes the opportunity to demonstrate to me that he is a son of the soil by showing a boy how to cut down a hand of plantains with a machete (the all-purpose tool in Jamaica - used for everything from sharpening a pencil to cutting your enemy's hand off). Get back to Kingston at 5.30pm where the family turns up its nose at my plantains.

Friday

My class is at 4.30pm, the worst possible time, as everyone knows. The part-time students look glassy-eyed. However, we struggle on with that rewarding feeling of hardship shared. It is not the fault for not finding out more about the students. So I am adjusting the course in their direction, while trying to pretend that my academic integrity has not been injured. They are aware of what is going on. Perhaps it adds to the sense of something shared - not just the rag-end of the week but Guinea pigs as well. I go in and talk and talk. My plan was to take a break in the middle, during which they would chat about what I had said but since there are never any questions, that turned out to be futile. I get home at about the two-hour mark and we stop. I set off home, this time stopping off at the staff bar for a couple of beers. Ah! the delights of Friday night. Now I remember why I volunteered. First the pain and then the pleasure.

Robert Wood

The author is professor of educational measurement in the school of education, University of the West Indies, Jamaica.

Popularity breeds contempt

Not so long ago in this newspaper the general secretary of the Association of University Teachers, Laurie Sapper, wrote a spirited article defending the universities. Among the many desirable contributions their staff made to the common good he included their work for the mass media. He claimed that whenever there is a crisis somewhere in the world it is university teachers who are called on by the BBC and others to interpret what is happening, something which their expert knowledge ably fits them to do. He was quite clear about the desirability of such activities. Many academics, however, are rather ambivalent about them. I once overheard a discussion between two professors about an acquaintance in another university who had written some articles for a popular paper. The gentleman was said to be put out because he had recently failed to become a vice-chancellor. "Those who prostitute themselves in Pencilville by writing for the gutter press deserve what they get", commented one of the professors tartly.

Criticism of those who appear on radio and television or who write for the newspapers is sometimes based on a genuine belief that such activities detract from the academic role, which is the pursuit of scholarship and the passing on of ideas and knowledge derived from this to students. It is sometimes based on envy on the part of those who have not been invited to appear or to contribute or who have had their contributions turned down. Leaving aside petty jealousy does work for the mass media actually lead to a loss of dignity? Are the opportunities costs so great that more worthwhile or central to the academic role are neglected?

The answers are that it probably all depends on how much of it you do and what its relationship is to the academic work you do. There have been a few examples of individuals who have got close to being full-time media personalities, but who have continued to draw their university salaries and whose academic work seems likely to have suffered from the time devoted to the media. However, very few people fall into this category. Similarly there may be a few university teachers whose work for the media is virtually unconnected with their academic specialism. Again there don't seem to be many of these about.

Most academics who undertake work for the mass media are popularizing work done in the university of a less accessible kind. On the whole this is highly desirable. In fact I would put it even more strongly. Those who have had the benefit of enough time to study their specialist academic areas - paid for by the taxpayer - have some responsibility to disseminate the results of their labours widely, if they are of public interest.

Union View

Still below the bread line

Nearly August. Traditionally the time for holidays and low pay rises for clerical and related staffs in universities - and time to sort out the chaos of last year and get ready for the chaos of next. But there's one ingredient missing this year. There won't be a pay rise - not even a low one.

We asked for 12 per cent and service conditions improvements such as a 35-hour week, justified but negotiable. Even granting the claim in full would have done little to redress the balance between the pittance allowances of clerical staff and those of academics. From our end of the pay spectrum the illusion of golden salaries is forgivable.

Pay in universities for Nalgo members compares unfavourably even with that in the National Health Service. One third are paid less than the amount which qualifies for Family Income Supplement. Yet this group has been offered 4 per cent, less than has been offered in the NHS. The adequacy of this offer is staggering. Adequate to ensure that our universities are developing, under present Government policies so ably (or abjectly) carried out by the University Grants Committee, more and more characteristics in common with our hospitals. The NHS is underfunded, so are universities - spending cut by 15 per cent between 1981 and 1984. The NHS is being reduced to a second class sickness club for the poor, the very young and the aged. Universities are becoming reserved territories and more for the offspring of



Tessa Blackstone

larizing work done in the university of a less accessible kind. On the whole this is highly desirable. In fact I would put it even more strongly. Those who have had the benefit of enough time to study their specialist academic areas - paid for by the taxpayer - have some responsibility to disseminate the results of their labours widely, if they are of public interest.

To argue that an academic's work should be the preserve of a small group of other academics couched in language which makes it inaccessible to anyone else is a highly elitist view of the possession of knowledge. Knowledge and ideas should be made available as widely as possible in a democratic society. Indeed their distribution is vital if a democratic society is to work. The popularization of academic work by academics themselves is of course only one method of achieving this. Others include more formal types of adult and continuing education, trade union studies or the popularization of academic work by others such as journalists.

Some people argue that academics should in fact leave it to others. The danger of such remoteness is that the rich and the products of the public schools. And not just Oxbridge. Try getting your son or daughter into Exeter University without putting them through public school first. The glorious egalitarian concept of the National Health Service, intended to lift the fear of illness from the shoulders of a whole population, is being systematically destroyed by this Government and those leeches - the medical insurance companies. The Robbins principle in higher education, in its way as glorious and as basic, has been abandoned. Those who run universities spend more and more time abroad playing their expensive trade or learning from the Americans how to raise money or recruit students which we lost to them in the first place because of our damaging increase in overseas student fees.

Nalgo

NHS staff work for wages below the Government's child poverty line. So do university clerical staff. NHS staff are taking industrial action. Ah, and here we stop. For the university clerical workers' claim was referred to arbitration on 22 July at Nalgo's request. It was only the second meeting of the national negotiators and was all over by 2pm. The whole thing was a farcical puppetshow with the Department of Education and Science and the Government pulling the strings. Ever tried talking to a puppet? Even arbitration is preferable. The decision to go to arbitration has, of course, pre-empted any chance of industrial action in universities such as is happening in the health service. Both sides have agreed to be bound by the result so there is a Calvinist sense of predestination and gloom on the trade

plans may not be properly executed. Similarly, leaving it all to journalists to make the interpretations and put it into accessible language runs the risk of them getting it wrong, whereas if academics do their own newspaper articles or radio talks they have more control over what is disseminated, if not how it is done.

There are, however, some academics who have no objection to popularization, in that they are not elitists or intellectual snobs, but who have genuine difficulties in doing it well. They find writing in simple prose, which can be easily followed, difficult. They find it hard to translate complicated ideas which involve many qualifications to the more simple (but I emphasize not false) forms needed to make them accessible to their much wider audience. Others find the whole paraphernalia of microphones, television cameras, and lights too much to take so that though normally relatively lucid and articulate, they are reduced to incoherence. Others find the experience of having to condense their ideas and knowledge, for which they have toiled for years with sweat and tears to develop and acquire, into a few short paragraphs too much to bear. The television discussion programme is the worst of all in this respect. The first time I appeared, it was to talk about nursery education. I painstakingly prepared the points I wished to make and the back-up arguments. There were 10 of them in all, which reveals just how naive I was at the time. The discussion was all over before we had reached point three and I had of course left my most telling points to the end. Yet others have the experience of being badly treated by the media: unscrupulous editing leaving them saying things out of context; less time being given them on the air than promised; copy for newspaper articles messed about, and even points added without consulting the author.

Learning how to deal with problems of this kind comes with experience, though often painfully, as I have discovered. There are skills which take time to acquire. Some academics will not want to bother, believing they have more important things to do. That's fine. But perhaps they ought not to scoff at those who do for in many cases they will, as Laurie Sapper says, be performing an important public service - communicating better their own academic work and that of others to more people.

An arbitrator nominated by Advisory Conciliation and Arbitration Service cannot possibly make an award in line with social justice because under this Government there is none. A knight and the son of a lord will ensure that clerical and related staffs go on subsidizing the university system to educate their offspring. At least those clerical staff who remain: an average wage of £4,500 was felt to be so huge that 1,200 clerical jobs have been cut in the two years from 1980-82.

So there will be no industrial action among clerical staff in universities this year and the newspapers will not be able to have a field-day about suffering students or holding the nation to ransom. But those who seek to eradicate the advances of social justice, to push down others while riding high themselves, should remember about reaping what you sow. The explosion of anger and resentment in the health services among nurses, porters, cooks, technicians and clerical staff is their desertion of their greed but their deprivation. The day will come when a university place is the birthright of everyone - and the clerical and related staff who painstakingly make the system workable, as well as the teachers who pass on the knowledge, will receive pay that means they do not have to queue for state poor law benefit as well. In the meantime, instead of a pay rise we get arbitration, industrial peace and growing disquiet. Those trying to encourage their offspring to win a place at university should not think we will never go to war.

Rita Donaghy

The author is chairperson of the Nalgo National Universities Committee and of the trade union side of the Universities Committee for Non-teaching Staffs.

LETTERS TO THE EDITOR

Putting the outsider in perspective

Sir, - Krishan Kumar's article, *Les Etrangers*, (*THES*, July 23) permits to illustrate what the author admits is already a platitude, that outsiders can often master a host culture more completely than any native. But it is hard to see how, even on the most generous definition, the Duke of Wellington, Bismarck, Nixon, Mrs Thatcher or Mr Begin could be regarded as successful outsiders, except that in the case of modern Israel I suppose all its citizens are, in a sense, in that position.

There are numerous failings in historical judgment. Disraeli might be endowed with "an unparalleled understanding of the psychology of the working class" by a Heathite Tory waverer towards the social democrats but not by any serious historian (see Lord Blake's *Disraeli*). The Duke of Wellington may be turning in his mausoleum on hearing himself credited with passing the Great Reform Bill of 1832; and whilst it is true he deserves credit for emancipating the Catholics it seems rather hyperbolic to suggest that prompt passage of this measure

averted revolution. Bismarck's insurance scheme was not fought tooth and nail by the Junkers; in fact only the social democrats opposed it because they thought it insufficiently radical. Hitler can hardly have "got away with revolution" when his one attempt to seize power by revolution was a dismal failure and one of the conditions of his keeping power, attained by parliamentary means, was liquidation of the revolutionary leadership of the S.A. (see any biography of Hitler). Even recent political events are absurdly angled. If Kennedy cannot be considered from a very modest Vietnam involvement he can hardly take full blame for the commitment which finally resulted in the war. Despite Nixon's diplomacy, nationalist China still remains a "mill-stone" round the neck of the Reagan administration. Begin's success in negotiating with Egypt surely owed more to the fact that Egypt had entered a phase of conservatism and nationalism rather than the fact that he himself was a conservative nationalist.

Mr Kumar states that Marx's successful analysis of "the destiny and because of industrial society" came about because he was brought up in "backward Germany" and was therefore an outsider to industrial Manchester. This begs the question as to whether or not Marx was a prophet, or merely a false prophet. I would suggest that his origins in Germany, which at that time suffered much from English competition, accounts for the lacunae and prejudice in his attitude to private enterprise, rather than his insights.

He prudently omits consideration of the numerous counter-examples to his secondary thesis that bold programmes of reform will avert revolution, as carried out by a conservative. What about: the Shah of Iran, Louis XVI, Tsar Nicholas II of Russia, Alexander II, Olivares and Philip IV of Spain or Captain Terence O'Neill?

Yours sincerely,
W. E. A. MAKIN
94 Green Road,
Great Bedford,
Bedford.

Israel news

Sir, - *The THES* devotes a special section to "Overseas News" i.e. to academic news, problems and developments in university teaching, research and administration - in various countries.

We are sorry to note that the above is true of other countries, but not so concerns Israel. Under the "Benny Morris reporting from Jerusalem" byline, there is nothing but politics (slanted heavily against Israel), and nothing whatsoever to do with academic concerns.

Thus, for instance, the May 28 issue is concerned with sentences passed on right-wing student leaders who clashed with left-wing and Arab students; it also reports on the closure of Bir Zeit College. And that is all Mr Morris has to say about Israeli universities. On that same page, you report about the merger of teachers' colleges with universities in New Zealand; you discuss switches in student choices of fields of study in France; you comment on increases in fees in Irish universities, and on shortages of university places and graduate student unemployment in Sri Lanka.

The same line is taken in the May 20 issue. All that happens in Israeli academic life is political demonstrations in Bir Zeit. Other countries have manifold problems and challenges; all we have is Bir Zeit.

After all, one subscribes to *The THES* for a very specific purpose: that of being informed about academic news, about problems, plans, achievements connected with teaching, research and administration in the universities and other institutions of higher learning.

We do not know Mr Benny Morris; however, he ignores the existence of seven Israeli universities and their activities, and does not report on any academic development of higher education in Israel.

Sincerely yours
S. BIRNBAUM
Academic Secretary,
The Hebrew University of Jerusalem

All right for summer

Sir, - O.K., Laurie Taylor - we give in. University teachers do nothing in the summer holidays besides sleep, take long vacations, and laugh at students' work. We are all hard at it, living up to our stereotypes, but we all (including Sir Keith who already knew all this) still think Laurie is hilarious.

Yours faithfully
PETER DICKENS,
School of Cultural and Community Studies,
University of Sussex,
Brighton,
Sussex.

Letters for publication should arrive by Tuesday morning. They should be as short as possible and written on one side of the paper. The editor reserves the right to cut or amend them if necessary.

Home economics

Sir, - The survey article on the University Grants Council cuts by Ngai Creqier (*THES*, July 23) may unwittingly give the impression that the home economics course at Surrey was discontinued at the recommendation of the UGC.

This was not the case. The UGC offered no advice to Surrey on this course. The course has been discontinued because Surrey, having received the principle of equal misery, could only meet the cuts by stopping one area of activity, and chose to do away with home economics.

The reasoning which has led to this decision has been explained to me personally by the chairman of council at Surrey. It seems very odd that we should stop a unique course which is, in huge demand, which attracts excellent students who have no difficulty in finding jobs in the wealth-creating industry, whilst others are continued that attract less able students in areas where there is a recognized surplus of labour and which are offered at dozens of universities. Most graduates of this

Ulster Polytechnic

Sir, - I suppose that in connexion with any official report, one of the questions that is bound to crop up is the question of which evidence to publish, and the grounds on which the choices are made.

In the summary on page three of the Chilver Report, we read: "Higher education should be more concerned with the quality of the results which it achieves, in terms of graduates, study and research, rather than with too narrow views of the qualifications and numbers of students which it enrolls," and yet the report itself seems to encourage the view it is criticizing. The references in the report to research are vague, and tend to express hopes and opportunities rather than achievements. Although publication as a measure of academic vitality is occasionally questioned and criticized, it is surely slightly surprising that the Chilver Report makes no reference to it.

Dealing specifically with the Ulster Polytechnic, of whose academic staff I have been a member since 1974, I was surprised at the superficial, uncritical reference to the administration of the polytechnic on page 85 of the report. I was surprised because I had provided written evidence to the Chilver Committee outlining the manner in which the administrative arrangements of the polytechnic generated confusion and a lack of accountability, and lent themselves on a number of readily-identified occasions to deliberate maladministration. One part of this evidence submitted to the Chilver Committee referred to the manner in which the statutory regulation requiring "not more than five members of the academic staff" to be included in the governors, had been "interpreted" as permitting that membership list of the governors to be rotated at three-year intervals between two of the

course go direct to the hard-core world of the food or retailing industries, or to marketing and advertising.

This decision is one that nobody wanted, and I suspect nobody intended. The Government gave its broad instructions to the UGC which interpreted them as best it could. The UGC gave recommendations to Surrey, but did not mention closing the course; Surrey has announced its decision "with deep regret" but apparently has no other way of avoiding financial disaster. The "system" has "worked" but in this case has produced a result which is to no one's benefit - you can no longer study home economics at an English university. How many other subjects have met the same fate?

I should add that efforts are being made to continue research in home economics here - but that it is not the same thing as an undergraduate course.

Yours faithfully,
ARTHUR TARRANT,
Home Economics Department,
University of Surrey.

four pro-rectors and three of the six deans "turn and turn about". The paper submitted as evidence went on to ask: "What purposes, are it borne to ask, are best served by a game of affairs that ensures that the governors' contacts with the academic staff of the polytechnic are limited almost exclusively to the rector, the pro-rectors and deans?"

In May 1981, a report in the *Belfast Telegraph* referred to my own election to the council of governors by the academic staff. The report stated: "In his manifesto Professor Snaith questioned whether decisions taken at the top enhanced the academic and moral authority of the polytechnic, and doubted if the academic board was exercising its rightful authority. He also asked if staff have 'a fair crack of the whip' and if they feel confident that they will receive fair, just and reasonable treatment if they get into difficulties."

On April 13 this year a letter appeared in *The Guardian* saying: "I have sought answers to two simple questions:

"1. To whom are the governors of Ulster Polytechnic accountable, and

"2. What is the mechanism of accountability?"

"In other words, to whom can I apply when I have substantial grounds for serious disquiet about the conduct of the governors themselves?"

In spite of the statistics on student members, qualifications and courses of study, I have great difficulty in believing that matters such as those referred to are not matters of considerable significance in any consideration of the quality and value of institutions of higher education.

Yours faithfully,
J. W. SNAITH,
17-18, Grove of St. Andrew's,
Newton Abbey,
Co. Antrim

Sociology and research

Sir, - John Goldthorpe's proposals for improving sociological research (*THES* letters, July 23) have a certain period ring about them. Basically, he recommends: (a) more study of mathematical analysis; (b) stricter linking of theory with empirical research; and (c) the vetting of proposed research by sociologists of proven competence in research.

When I first began to study sociology the above proposals were the prevailing orthodoxy. Did the failure result from non-implementation of those proposals, or from defects in the proposals (or indeed partly from both)?

Is mathematical analysis, at present much in favour in America at least, a suitable tool for studying society? It seems to me that the more a subject lends itself to mathematical analysis the more peripheral it is to genuine sociological research. Just as one would not use a computer as a primary instrument to analyse a sonnet in a course in literature, so one would not use a computer to analyse such social phenomena as religion or socialism, for example. Criticism of the positivist and mathematical approach was first made by Weber, and that was the reason he developed his "Verstehen" approach on a neo-Kantian basis. Neither Weber or anybody else would deny some role to mathematics, even if it is not always clear what it is. "Sophisticated" mathematical analysis might turn up something useful; you never know.

Secondly, can theory and empirical research really be linked? Answer, only if we know what theory is in sociology to start with. Aye, there's the rub, to coin a phrase. It is one thing to work out some hypotheses on general philosophical grounds, (even if the philosophy is not explicit or acknowledged) and test those hypotheses. One could envisage theories with regard to the behaviour of our workers who receive a sudden and temporary increase in wages. One ends up with tested theory with regard to those workers. The problem is to extend the conclusions into any kind of generalization to form a basis for solid sociological theory.

This kind of research should not be decried. In fact it is the only kind of research that is any use, if it follows Popper's rules. It is also limited practical research approved by Sir Keith Joseph and the Treasury.

On the other hand, the empirical approach to provide a general conceptual framework for sociological analysis should not be belittled. Someone has to do for sociology what Linnaeus did for natural history. But it was Darwin who provided an organizing theory.

Thirdly, it seems less advisable to make the arbiters of sociological research other sociologists. *Nemo iudex in propria causa*. It can happen, and has happened, that academics in a particular discipline can become a society of mutual approbation. (I might mention Irish history since it was taken over by nationalists. Unanimity simply means the suppression of all contrary views. History, in any emerging nation, or any socialist nation, is always vulnerable. So too, I imagine, is sociology. The study of theology in the whole Catholic Church from 1910 until 1960 provides another cautionary example.)

Actually, the appropriate arbiters are to hand. They are the other academics in other faculties and departments in a given university. There is always competition for research funds between departments. Let the representatives from each

department or faculty prove to the others that their proposed research is worth spending public money on.

Sociology, at the moment, in universities, has a status akin to that of divinity. Sociologists, like divines, are respected for their learning and their social commitment. It is felt, too, that most students benefit from exposure to sociology and/or divinity. It is recognized that both disciplines are central in one way or another in the striving for man's well-being. But on the other hand, the obscurity of both subjects is notorious, and the fact that their exponents are split into sects. But paradoxically, those who claim the most certainty, the fundamentalist and the marxists, are more distrustful. (Incidentally, it is gnosticism, not in much favour with divines at the moment, a word-spinning theory of salvation, which is the theological equivalent of Marxism.)

But here we have the core of the problem. It is generally recognized that the subject matter of sociology is obscure. (Since the time of Thomas Paine of the *Rights of Man*, it is recognized that sociology deals with those regularities or irregularities in human behaviour not resulting from positive human law.) Yet the obscurity and intractability of the subject do not preclude rigid philosophical analysis, or rigorous research methods appropriate to the nature of the subject.

In the course of my own research, received much searching and helpful criticism from academics from other disciplines, notably philosophy and history. In passing I may remark that if sociologists used as much care as historians to unearth all the available evidence bearing on their subject (research, *pro* and *con*, their research might be considerably improved.

But in the present state of sociology and sociological research the core must surely be provided by philosophy. Researchers in sociology, if true, if they are any good, should be able to pick up the relevant parts a they go along. But is this now adequate? If one is to have partly-tough higher degrees the case is overwhelming for including a tough course in philosophy.

Such a course should deal with such matters as the nature of ideas or concepts, logic, evidence, proof, certainty, and scientific theory. It should also deal with philosophical ideas about human thought and human action, and include the empirical results of psychology. (Theology always included philosophical theories *De Anima*, and rightly.) Much of Talcott Parson's work is based on philosophical theories of human action: it is a pity he was not a better philosopher before he began.

The course should include instruction in such modern theories as idealism, materialism (the hybrid dialectic materialism), positivism, neo-Kantianism, phenomenology, and behaviourism, which underly nearly all sociological theories. Such curiosities as social Darwinism and progressive evolutionism derived from an Hegelian theory of progress should be included if only to show the origin of the theory of progress still firmly installed in the manifestos of some political parties. Sociologically speaking it is harmless if it remains there; it is noxious if it distorts research.

Yours faithfully,
DESMOND KEENAN
129 Bluebird Walk,
Chalkhill Estate,
Wembley Park,
Middlesex.

Conservative students

Sir, - I would like to record my sincere thanks to Paul Flather for informing me through the pages of *The THES* (July 16) that there is considerable pressure on me to resign as National Chairman of the Federation of Conservative Students. I must admit it came as quite a surprise as no one, not least Mr Marshall, has previously bothered to inform me. Coming nearly a week after the FCS national committee had given a vote of confidence, I am still trying to establish the existence of these reported forces.

Meanwhile the federation is preparing itself for a major assault on the bastions of socialism within the education system. By maintaining our advances in the battle of ideas, as evidenced by growing support for student loans, and mounting a membership drive which will only confound our critics, the FCS will achieve our aims and see Mr Thatcher elected for a second time.

With these activities in mind I look forward to further objective reporting in *The THES*.

Yours faithfully,
BRIAN MCMEITH,
National Chairman,
Federation of Conservative Students